

State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
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255 Westminster Street  
Providence, Rhode Island 02903-3400

Deborah A. Gist  
Commissioner

J. David Sienko, Director  
Office of Student, Community & Academic Supports

April 17, 2012

Office of Special Education Programs  
U.S. Department of Education- Mail Stop 2600  
7100 Old Landover Road  
Landover, MD 20785-1506

Re: Part B State Performance Plan and Annual Performance Report (APR) Clarification- 2012 Submission

Electronically attached is the Rhode Annual Performance Report (APR) and the State Performance Plan (SPP) clarifications per Rhode Island's response table. The State Performance Plan and Annual Performance reports are available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

The indicator revisions are **in black font and highlighted in yellow** on the attached APR document. In addition, the clarifications are detailed as follows:

**Annual Performance Report (APR) clarifications:**

- 1.) The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/). **This now includes Indicator 7.**
- 2.) **Appendix A** (Correction of Noncompliance Worksheet) on page 2 –Indicator 41 is revised and on page 4 the sum of numbers is revised by one (1) in column A and B.
  - a. Indicator 1 on pages 5-6 provides valid and reliable data for this indicator and ESEA compatibility
  - b. Indicator 2 on pages 8-9 provides the calculation method
  - c. Indicator 3 on page 14 provides adjusted information gathered from a review of the data, on page 17 the revised table, page 18 valid and reliable data, page 19-20 an updated links.
  - d. Indicator 4 on page 24-25 revised measurement and revised review of policies, procedures and practices, as well as progress. Also on page 26 a revised Correction of FFY 2009 Findings of Noncompliance. On page 26-27 revised actual target data. On page 27 there is revised Review of Policies, Procedures, and Practices, 4B Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2010), as well as Correction of FFY 2009 Findings of Noncompliance. On page 28 there is Correction of FFY 2009 Findings of Noncompliance and Actions Taken if Noncompliance is Not Corrected
  - e. Indicator 5 on pages 30-31 there is the revised actual target data and the updated table
  - f. Indicator 9 on pages 74 clarifies the number of LEAs and on page 80 a revised response table
  - g. Indicator 10 on page 81 provides a revised measurement, page 84 revised Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification and page 86 Verification of Correction (either timely or subsequent), page 87 Describe of the specific actions that the State took to verify

the correction of findings of noncompliance identified in FFY 2009, pages 87-88 has revised specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:. Page 87 also has an updated response table.

- h. Indicator 12 on page 106 has a revised correction of noncompliance as well as specific actions
- i. Indicator 13 on pages 111-112 has updated correction information
- j. Indicator 15 on page 136 has revised Discussion of Improvement Activities Completed and Explanation of Progress or Slippage for Indicator 4(b), page 139 has revised numbers (due to a finding from 4a), page 140 has revised Verification of Correction for findings of noncompliance, page 140-141 has revised Actions Taken if Noncompliance Not Corrected

If you have any questions please do hesitate to contact our SPP/APR Coordinator, Susan Wood. Dr. Wood can be reached at 401-222-8992 or [Susan.Wood@ride.ri.gov](mailto:Susan.Wood@ride.ri.gov).

Sincerely,

J. David Sienko, Director  
Office of Student, Community & Academic Supports

Attachments

Cc: Susan Wood, Ph.D.  
Senior Administrator,  
Quality Assurance Services

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## Part B State Annual Performance Report (APR) for 2010

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Overview of the Annual Performance Report Development for Indicator 1:

#### Graduating with a Regular High School Diploma in Rhode Island

The awarding of high school diplomas in Rhode Island is a Local Education Agency (LEA) decision based on the authority granted by the Rhode Island Board of Regents for Elementary and Secondary Education. In the 2007-08 school year, the Rhode Island High School Diploma System (described below) reached full implementation. Special education students meet the same proficiency requirements under the Rhode Island Diploma System as all students. Rhode Island does not offer a differentiated diploma system.

##### Rhode Island High School Reform

The Rhode Island Board of Regents for Elementary and Secondary Education approved high school regulations in January, 2003, and revised the regulations in September, 2008 (see: <http://www.ride.ri.gov/HighSchoolReform/default.aspx>). The regulations address the areas of literacy, personalization and graduation by proficiency. The regulations intend to improve the performance of high schools, increase graduation rates, improve post graduation outcomes and supports to students. A significant effect of the regulations has been the development of the Rhode Island Diploma System.

##### The Rhode Island Diploma System

Beginning with the Class of 2008, students will be required to demonstrate academic proficiency based on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs), apply knowledge and skills in real world settings, and successfully complete a variety of challenging assessments in order to earn a high school diploma. In September 2008, the RI Board of Regents approved revised high school regulations which extend the 2003 regulations and added provisions for middle schools. Below are the 2003 requirements with the 2008 revisions noted:

- Completion of a minimum of 20 Carnegie units.
- Base up to 10% (revised to 33 1/3% by 2014) of the graduation decision on student performance on the State Assessment.

- Completion of a performance based requirement such as end of course exam, senior project, digital portfolio, Certificate of Initial Mastery (CIM) or similar requirement that demonstrates proficiency on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs) and applied learning standards.

Local Education Agencies were awarded a designation of “approval withheld” (showing little or no evidence of implementation of the regulations) or “preliminary approval” (showing signs of implementation of the high school regulations) based on the Commissioners Review in January 2008. Each high school received guidance from RIDE in January 2009 on the next review process which will position schools to receive “full approval” by 2010. On site reviews of each high school began in the fall of 2009. The RI Board of Regents had established a 2014 deadline for all school to reach “full approval” status or the Regents may deny the LEA the authority to award high school diplomas.

Implementation of this review process, and the pressure to comply by 2014, is leading all high schools to aggressively implement the requirements of the high school regulations. The following areas are the focus of the Commissioners review process:

- Access/Opportunity – Evidence that ensures all students have a legitimate and fair opportunity to meet the RI Grade Level/Grade Span Expectations. All students have genuine access to rigorous programs that support their individual learning plans. Students have access to multiple pathways through high school to achieve the GSE/GLE’s.
- Alignment – Evidence that the LEA has aligned curriculum with the RI GLE/GSE’s and national content standards. The LEA has established evidence of expectations for student learning, employs applied learning across content areas and utilizes a variety of assessments.
- Sufficiency – Evidence that the LEA has established a method for specifying the numbers and types of assessment evidence for determining student proficiency.
- Fairness – Evidence that the LEA has provided valid opportunities for all students, including any sub groups of students, to demonstrate what they know. The LEA has implemented universally designed methods and instruments and has reviewed assessments for bias. Assessment results are communicated to students and families in a clear and timely manner and there is an open appeals process.
- Standard-Setting – Evidence that the LEA has a convincing rationale for the process of determining overall proficiency for graduation which is clearly tied to performance standards. In addition, the standard-setting process involves the community.

### Rhode Island NCLB Nonacademic Accountability Indicators

There are two types of nonacademic accountability indicators included in the Rhode Island Annual Yearly Progress (AYP) performance standards under NCLB. The first is *participation rate*; schools and districts must test at least 95% of their enrolled students in ELA and mathematics. The second nonacademic indicator measures *attendance* at the elementary and middle school levels and *graduation rate* at the high school level. RIDE stipulates that every school must have a 90% high school graduation rate by the year 2014.

### Rhode Island Graduation Rate AMOs

Year	AMO
2014	90.0
2013	86.6
2012	83.3
2011	80.0
2010	76.7
2009	73.4
2008	70.1

2007*	75.3
2006	75.3
2005	75.3
2004	71.4
2003	71.4
2002	71.4

\* Graduation rates for the class of 2007 and earlier were based on the NCES cohort estimation formula.  
Source: Rhode Island Accountability Technical Bulletin, 2010

## Implications for the Special Education Graduation Rate

The implications of the Rhode Island Diploma System presents a major opportunity for ensuring all students achieve high expectations. By providing students multiple methods to meeting an LEA's proficiency requirements, (Course credits, performance on state assessment, comprehensive course assessments, portfolio, senior project, CIM, etc.) it is anticipated that more students will achieve proficiency and graduate with a high school diploma ready for entry into post-secondary education and training. The implementation of the Rhode Island Diploma system has defined a clear set of expectations for all students in the state. The process has encouraged LEAs to carefully examine the value of their current diploma and examine the needs of student's not meeting proficiency expectations. The request for technical assistance from the districts for universal design, collaborative teaching, literacy interventions and other practices that would benefit special education students continues to increase with the implementation of the RI Diploma System.

The specific impact on graduation rates for students in special education is difficult to predict, however many high schools have begun rigorous examination of data through the Commissioners Review process which has informed them of the progress of special education students and access to the general education curriculum. It is anticipated that the work of the high schools in meeting the RI Diploma System requirements and the RI High School Regulations will improve access for students in special education to the general education curriculum. Informal observation from the RIDE School Support Visit (monitoring system) has indicated an increased awareness of the gaps in performance of students in special education and districts intentionally aligning resources to address performance gaps.

In 2010 and all succeeding years, Rhode Island will report graduation and dropout data on a five year cohort basis. Consequently, for comparison purposes only, the previous reporting has been recast using 5 year cohort graduation and dropout rates for the years 2008-2010.

### Reliability of the Graduation/Dropout Data

The Rhode Island Department of Education moved to the cohort measurement formula described in the measurement section in 2007. With the implementation of this system which verifies each students reported status through the students' universal identifier, RIDE obtained a more accurate picture of the graduation and dropout rates for youth in special education. RIDE first reported graduation and dropout rates based on the cohort formula in the April 2008 APR Revision. The baseline graduation rate of 55.9% for students in special education was established and the rigorous and measurable targets (below) were calibrated.

### **Monitoring Priority: FAPE in the LRE**

1. **Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

#### **Measurement:**

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout

rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

$$\text{Annual Graduation Rate} = \frac{\text{\# of students in cohort who graduated in 4 years or less}}{[\text{number of first time entering 9}^{\text{th}} \text{ graders}] - \text{transfers out} + \text{transfers in}} \times 100$$

FFY	Measurable and Rigorous Target
2008 (2007-2008)	56.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.
2009 (2008-2009)	57.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.
2010 (2009-2010)	58.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.
2011 (2010-2011)	59.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.

Actual Target Data for 2010:

**Table 1 Rhode Island Graduation and Dropout Rates (4 year cohort)**

Exit Type	Special Education				All Students			
Year/Cohort Count	2008 APR (2007-2008) Cohort Count 2,960	2009 APR (2008-2009) Cohort Count 2,604	2010 APR (2009-2010) Cohort Count 2,468	Increase / Decrease from 2008 -136	2008 APR (2007-2008) Cohort Count 13,198	2009 APR (2008-2009) Cohort Count 12,686	2010 APR (2009-2010) Cohort Count 12,471	Increase/Decrease from 2008
Percent Graduated	55.9% (1656)	58.7% (1,529)	57.2% (1,411)	(7.7%)	73.9% (9,757)	75.5% (9,578)	75.8% (9,452)	(1.3)%
Percent Dropped Out	25.4% (743)	25.8% (594)	23.6% (583)	(1.9%)	15.5% (2,049)	13.9% (1,763)	14.1% (1,761)	(.1%)
Percent Completed								

<b>GED</b>	<b>4.0%</b> <b>(118)</b>	<b>5.6%</b> <b>(146)</b>	<b>3.6%</b> <b>(90)</b>	<b>(38.4%)</b>	<b>3.2%</b> <b>(426)</b>	<b>4.9%</b> <b>(622)</b>	<b>3.4%</b> <b>(426)</b>	<b>(31.5%)</b>
<b>Percent Retained/ Still in School</b>	<b>14.6%</b> <b>(433)</b>	<b>12.9%</b> <b>(336)</b>	<b>15.6%</b> <b>(384)</b>	<b>14.3%</b>	<b>7.3%</b> <b>(966)</b>	<b>5.7%</b> <b>(723)</b>	<b>6.7%</b> <b>(832)</b>	<b>15.1%</b>

Under the ESEA, Rhode Island reported graduation and dropout rates for 2010 using a five year cohort. To maintain ESEA compatibility, refer to Table 1A.

**Table 1A Rhode Island Graduation and Dropout Rates (ESEA Compatibility)**

<b>Exit Type</b>	<b>Special Education</b>				<b>All Students</b>			
<b>Year/Cohort Count</b>	<b>2008 APR (2007-2008) Cohort Count 3,424</b>	<b>2009 APR (2008-2009) Cohort Count 2,949</b>	<b>2010 APR (2009-2010) Cohort Count 2,594</b>	<b>Increase/ Decrease from 2008</b>	<b>2008 APR (2007-2008) Cohort Count 14,826</b>	<b>2009 APR (2008-2009) Cohort Count 13,157</b>	<b>2010 APR (2009-2010) Cohort Count 12,653</b>	<b>Increase/ Decrease from 2008</b>
Percent Graduated	60.2% (2,061)	61.3% (1,807)	64.7% (1,678)	4.5 %	72.9% (10,815)	77.0% (10,128)	78.5% (9,937)	5.6%
Percent Dropped Out	26.8% (918)	25.1% (741)	21.9% (567)	(4.9 %)	18.4% (2,728)	15.4% (2,032)	13.5% (1,710)	(4.9%)
Percent Completed GED	5.0% (171)	4.1% (120)	5.7% (148)	0.7 %	4.8% (717)	3.2% (425)	5.0% (629)	0.2%
Percent Retained/ Still in School	8.0% (274)	9.5% (281)	7.7% (200)	(0.3 %)	3.8% (566)	4.3% (572)	3.0% (376)	(0.8%)

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010:**

Baseline for the percent of students in special education graduating with a regular high school diploma as established in the 2007 APR at 55.9% with an improvement target of 57.9% in 2009. Rhode Island achieved a 58.7% graduation rate. The state met the measurable and rigorous target.

The target graduation rate for 2009-10 is 58.9. Using the 5 year cohort, at a 64.7% graduation rate, Rhode Island exceeds the target by more than five percentage points. Given the opportunity of a fifth year, an additional 140 students, more than 5% of the cohort, was able to complete graduation requirements.

The Rhode Island High School regulations speak to the need for schools to create alternative pathways for students to achieve proficiency in the RI High School Diploma System even if the student's pathway will require the student to remain enrolled beyond four years of high school. In special education, this continues to result in a variety of transition programs at the regional and local levels focused on students who require more than four years of high school to

achieve proficiency and graduate to self-sufficiency. The increase of students in special education remaining enrolled beyond four years could be a result of the alternative pathway programming.

**Improvement Activities:**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
<p>Implementation of Rhode Island High School Regulations - Commissioners Review &amp; Approval.</p> <p>(Note: the RI Board of Regents for Elementary &amp; Secondary Education was reopening the Secondary regulations in the fall of 2010. This process may have implications for the class of 2012).</p>	<p>Official designations were released in January 2008.</p> <p>Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2014.</p>	<p>RIDE, Office of Multiple Pathways.</p> <p>Participation of RIDE, Office of Student, Community &amp; Academic Supports (OSCAS) personnel representing special education and ELL.</p>
<p>Monitor impact on the graduation rate for students in special education based on implementation of the Rhode Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.</p>	<p>2010-2014</p>	<p>RDE, Office of Student, Community &amp; Academic Supports (OSCAS) personnel</p> <p>Provide analysis on the impact and develop corrective actions in processes as necessary.</p>
<p>Support to school personnel on implementation of Response to Intervention and progress monitoring at the secondary level and promote implementation of co-teaching models being adopted by all districts.</p>	<p>2010, ongoing</p>	<p>RI Department of Education, Office of Student, Community &amp; Academic Supports (OSCAS) personnel</p> <p>Alignment of contracts for professional development toward RTI and co-teaching.</p>
<p>Examine the targeted graduation improvement activities in LEAs federal and state grant submissions with improvements in graduation rate data. Target districts with rates below the state average.</p>	<p>2010, ongoing. LEA grants are due in May of each year.</p>	<p>RIDE, Office of Student, Community &amp; Academic Supports (OSCAS) personnel</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010:**  
NA



## Part B State Annual Performance Report (APR) for 2010 FFY

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx> Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/)

### Monitoring Priority: FAPE in the LRE

**Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (five year graduation rate) utilized for graduation rate is:

$$\text{Annual Dropout Rate} = \frac{(\text{Dropouts}-\text{Returned Dropouts})}{(\text{Number of first time entering 9}^{\text{th}} \text{ graders})-\text{transfers out} + \text{transfers in}} \times 100$$

FFY

Measurable and Rigorous Target

<b>2005</b> (2005-2006)	Baseline year 27.11%* Dropout Rate.
<b>2006</b> (2006-2007)	26.11%* The dropout rate for students in Special Education will be reduced by 1%.
<b>2007</b> (2007-2008)	25.11%* The dropout rate for students in Special Education will be reduced by 1%.
<b>2008</b> (2007-2008)	26.7% The dropout rate for students in Special Education will be reduced by 1%.
<b>2009</b> (2008-2009)	25.7% The dropout rate for students in Special Education will be reduced by 1%.
<b>2010</b> (2009-2010)	24.7% The dropout rate for students in Special Education will be reduced by 1%.

**Actual Target Data for 2010 FFY:**

**Table 1 Rhode Island Graduation and Dropout Rates**

Exit Type	Special Education				All Students			
Year/Cohort Count	2008 APR (2007-2008) Cohort Count 3,424	2009 APR (2008-2009) Cohort Count 2,949	2010 APR (2009-2010) Cohort Count 2,594	Increase/ Decrease from 2008	2008 APR (2007-2008) Cohort Count 14,826	2009 APR (2008-2009) Cohort Count 13,157	2010 APR (2009-2010) Cohort Count 12,653	Increase/ Decrease from 2008
Percent Graduated	60.2% (2,061)	61.3% (1,807)	64.7% (1,678)	4.5 %	72.9% (10,815)	77.0% (10,128)	78.5% (9,937)	5.6%
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Percent Completed GED	5.0% (171)	4.1% (120)	5.7% (148)	0.7 %	4.8% (717)	3.2% (425)	5.0% (629)	0.2%
Percent Retained/ Still in School	8.0% (274)	9.5% (281)	7.7% (200)	(0.3 %)	3.8% (566)	4.3% (572)	3.0% (376)	(0.8%)

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010 FFY:**

Baseline for the percent of students in special education dropping out was established in the 2008 APR at 26.7%. The target for the 2010 FFY was 24.7%. The actual dropout rate for FFY 2010 was 21.9%. Rhode Island achieved the measurable and rigorous target and continues to experience a decline in the dropout rate.

**Improvement Activities:**

Improvement Activities	Timelines	Resources
<p>Implementation of Rhode Island High School Regulations - Commissioners Review &amp; Approval.</p> <p>(Note: the RI Board of Regents for Elementary &amp; Secondary Education was reopening the Secondary regulations in the fall of 2010. This process may have implications for the class of 2012).</p>	<p>Official designations were released in January 2008.</p> <p>Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2014</p>	<p>RIDE, Office of Multiple Pathways.</p> <p>Participation of RIDE, Office of Student, Community &amp; Academic Supports (OSCAS) personnel representing special education and ELL.</p>

Monitor impact on the dropout rate for students in special education based on implementation of the Rhode Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.	Ongoing 2009-2014	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways.  Provide analysis on the impact and develop corrective actions in processes as necessary.
Support to school personnel in training and implementation of effective research based dropout prevention strategies to improve school retention.	Ongoing 2009-2014	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways.
Examine the targeted dropout reduction activities in LEAs federal and state grant submissions with reductions in dropout rate data. Target districts with rates below the state average.	Began in 2009 (utilizing 2007 data). LEA grants are due in May of each year. Ongoing 2009-2014	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010FFY: NA**  
*[If applicable]*

## Part B State Annual Performance Report (APR) for FFY 2010

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

<http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: FAPE in the LRE

**Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

A. AYP percent =  $\left[ \frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \text{ times } 100.$

B. Participation rate percent =  $\left[ \frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$ . The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent =  $\left[ \frac{\text{(\# of children with IEPs enrolled for a full academic year scoring at or above proficient)}}{\text{(total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math)}} \right]$ .

**Targets and Actual Target Data for FFY 2010:**

<b>Actual Target Data for FFY 2010 (2010-2011)</b>	<b>Districts Meeting AYP for Disability Subgroup (3A)</b>		69%
	<b>Participation for Students with IEPs (3B)</b>		100%
	<b>Proficiency for Students with IEPs (3C)</b>		
	Mathematics		Reading
	Grade 3	35% proficient or above	38% proficient or above
	Grade 4	31% proficient or above	32% proficient or above
	Grade 5	29% proficient or above	31% proficient or above
	Grade 6	22% proficient or above	26% proficient or above
	Grade 7	20% proficient or above	25% proficient or above
	Grade 8	21% proficient or above	28% proficient or above
	Grade 11	7% proficient or above	27% proficient or above
<b>Districts meeting AYP for Students with Disabilities</b>		<b>English Language Arts &amp; Mathematics</b>	
<b>FFY 2010 (2010-2011)</b>		29 out of 36 Districts 80.55%	

**3.A - Actual AYP Target Data for FFY 2010:**

**Adjusted information gathered from a review of the data**

**3.B – Actual Participation Target Data for FFY 2010:**

**INSERT BELOW YOUR STATE'S ACTUAL TARGET DATA FOR PARTICIPATION:**

<b>Statewide Assessment 2010-2011</b>		<b>Math Assessment</b>							
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total
									# %
a	Children with IEPs	1656	1583	1528	1543	1843	1894	1859	11906
b	IEPs in regular assessment with no	672	441	349	402	588	622	783	3968
		41.3%	31.4%	32.4%	34.5%	34.7%	38.4%	47.4%	33.3%

	accommodations									
c	IEPs in regular assessment with accommodations	873 53.7%	991 61.5%	1070 60.6%	1039 59.4%	1135 59.9%	1151 53.8%	841 40.3%	7068	59.4%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards								
f	IEPs in alternate assessment against alternate standards	82 5.0%	123 6.1%	86 5.8%	87 4.8%	89 4.0%	71 5.4%	98 5.6%	652	5.5%
g	Overall (b+c+d+e+f) Baseline	1627 98.3 %	1555 98.2%	1505 98.5%	1528 99.0%	1812 98.3%	1844 97.4%	1722 92.6%	11593	97.4%
Children included in a but not included in the other counts above										
In your narrative, account for any children with IEPs who did not participate.		29 1.7%	28 1.8%	23 1.5%	15 1.0%	31 1.7%	50 2.6%	137 7.4%	313	2.6%
<b>Statewide Assessment 2010-2011</b>		<b>Reading Assessment</b>								
		<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>	<b>Total</b>	
									<b>#</b>	<b>%</b>
a	Children with IEPs	1657	1587	1528	1544	1845	1896	1859	11916	
b	IEPs in regular assessment with no accommodations	674 41.4%	446 28.6%	351 23.3%	402 36.3%	592 32.6%	623 33.7%	787 45.7%	3875	32.5%
c	IEPs in regular assessment with accommodations	872 53.6%	989 63.5%	1071 71.0%	1039 68.0%	1134 62.5%	1154 62.5%	840 48.7%	7099	59.6%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f	IEPs in alternate assessment against alternate standards	82 4.1%	123 7.9%	86 4.7%	87 4.6%	89 4.9%	71 2.9%	97 5.6%	635	5.3%
g	Overall (b+c+d+e+f) Baseline	1628 98.3%	1558 99.2%	1508 98.7%	1528 99.0%	1815 98.4%	1848 97.5%	1724 92.7%	11609	97.4%
Children included in a but not included in the other counts above										





e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f	IEPs in alternate assessment against alternate standards	66 3.98%	95 5.99%	71 4.65%	70 4.53%	56 3.04%	53 2.80%	69 3.71%	480	4.03%
g	Overall (b+c+d+e+f) Baseline	543	447	462	413	406	660	625	3556	31.87%

Table below revised by OSEP

<u>Grade</u>	<u>FFY 2009 Data</u>	<u>FFY 2010 Data</u>	<u>FFY 2010 Target</u>	<u>FFY 2009 Data</u>	<u>FFY 2010 Data</u>	<u>FFY 2010 Target</u>
	<u>Reading</u>			<u>Math</u>		
3	36.3%	34.89%	38%	31.1%	34.14%	35%
4	26.7%	29.95%	32%	25.4%	28.07%	31%
5	30.2%	32.17%	31%	23.86%	26.81%	29%
6	26.6%	28.44%	26%	21.25%	25.15%	22%
7	31.1%	23.44%	25%	18.45%	17.16%	20%
8	30.8%	37.07%	28%	17.14%	18.21%	21%
HS	31.6%	36.54%	27%	5.42%	9.18%	7%

**INSERT HERE YOUR STATE'S TABLE FOR MEASURABLE AND RIGOROUS TARGETS FOR PERFORMANCE:**

	Mathematics		Reading	
Grade 3	35% proficient or above	Did not meet target	38% proficient or above	Did not meet target
Grade 4	31% proficient or above	Did not meet target	32% proficient or above	Did not meet target
Grade 5	29% proficient or above	Did not meet target	31% proficient or above	Met target
Grade 6	22% proficient or above	Met target	26% proficient or above	Met target
Grade 7	20% proficient or above	Did not meet target	25% proficient or above	Did not meet target
Grade 8	21% proficient or above	Did not meet target	28% proficient or above	Met target
Grade 11	7% proficient or above	Met target	27% proficient or above	Met target

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:**

During the 2009-2010 academic year, Rhode Island students participated in the New England Common Assessment Program (NECAP). Students were assessed in reading and mathematics in grades 3 through 8 and 11, as well as writing at grades 5, and 8, and 11. Since the NECAP is a fall test it assesses the prior years learning. Students with significant

cognitive disabilities who met the state's alternate assessment criteria were assessed using the Rhode Island Alternate Assessment. The Rhode Island Alternate Assessment is a yearlong assessment. In order to assess student learning over the same academic year as the NECAP, students are assessed using the alternate assessment in grades 2-8 and 10 in Reading and Mathematics and grades 4, 7, and 10 in writing. Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an English Language Learner (ELL) exemption in the content area of ELA only for student who have been in the United States for less than one year. The ELL exemption is in compliance with Federal Law.

During the 2010 - 2011 school year, twenty nine of Rhode Island's 36 districts (80.55%) met the states AYP objectives for progress for disability subgroup exceeding its target of 69% of districts making AYP.

(This number has been adjusted from the February 2012 submission following a review of the data)

Districts not making AYP received classifications according to the state accountability and classification process. These classifications require different levels of intervention depending on the number of years in which they have not met AYP requirements.

Rhode Island did not meet its target of 100% participation for children with IEPs on the state assessment however the overall participation rate among all LEA's is improving. The participation rate was 97.9% in Reading was and 97.7% in Mathematics. This may be close to the maximum participation rate possible as RI does allow for two types of exemptions: medical and ELL.

In analyzing Rhode Island's state assessment proficiency results, students in general are improving but as the targets get higher so does the challenge to describe the results become more formidable. As reported in other states, Rhode Island can attest to all the professional development efforts and new data systems, and technical support strategies that might explain improvements because it affects the general special education population. In general we know that students are improving on state assessments from year to year and we are also very interested in the growth and improvement of the grade level cohort. Soon Rhode Island will be moving toward new tests for the general population (PARCC)

<http://www.ride.ri.gov/Division-EEIE/transition.aspx> and for alternate assessment (GSEG) and for ELLS

<http://www.ride.ri.gov/assessment/ELL.aspx> We expect that student growth models will be considered.

<http://www.ride.ri.gov/assessment/RIGM.aspx>

Rhode Island students have demonstrated improvement for most of its grade specific targets. In Mathematics, Rhode Island met or exceeded two of seven of its grade specific targets for proficiency rate. This shows an increase in performance but as the rigorous target has increased the number of students meeting this has also increased. This may be due in part, on the focus of professional development in science and reading. This year forward, professional development initiatives will target improved mathematics performance including technical assistance to reconcile alignment of IEP goals with mathematics standards. In Reading, Rhode Island met or exceeded its targets for proficiency rate for four of seven grade specific targets. Although not all targets were met, as the rigorous target is increased there are still a larger number of students meeting proficiency but the overall targets met has slipped by one in reading. To address this slippage, RIDE a carefully analyses of the Learner Characteristics Survey administered in 2010 and found that teachers implied that more students might benefit from access to assistive technology. RIDE plans to address this idea by evaluating the partnerships we have with support services providers and ensuring that all learners have the access they need for success. If more and better access to technology supports is implemented, it will be interesting to look at the difference between proficiency rates among the students in categories b and c. For example, if more students are provided with assistive technology accommodations, will that improve overall math and (especially) reading proficiency levels?

Additionally, there is significant attention paid to the LEA responses and plans for students with disabilities meeting proficiency on state assessments through the Consolidated Resource Plan. For example at least two of the largest LEA's in the state have contracted with the state's vendor for NECAP to develop formative grade level classroom assessments that are aligned with common core standards and appear to be good for student preparation for NECAP as well as influencing the general teaching and learning environment.

On the other hand, current progress in proficiency rates may be attributed to a variety of factors including teacher professional development in differentiated instruction and instruction for teachers of students eligible for the RIAA, better alignment of instruction with state standards, high school reform efforts, changes in curriculum, and inclusion.

## Public Reporting Information:

Assessment data is reported to the public at the state and district level disaggregated by content area, assessment and population subgroup (African American, Asian, Hispanic, Native American, White, Male, Female, Students living in Poverty, English-language Learners, Students with Disabilities, and Migrant students). This data is reported through the state website:

<http://www.ride.ri.gov/Assessment/Altassessment.aspx>

From the link above, scroll down to the tab that reads: Test Administration, Data, and Reports. Click on that tab and you will come to sets of state and district reports.

[http://www.ride.ri.gov/Assessment/DOCS/Alternate/RIAA\\_2009-10\\_State\\_Level\\_Results.pdf](http://www.ride.ri.gov/Assessment/DOCS/Alternate/RIAA_2009-10_State_Level_Results.pdf)

These links have been updated following postings to a re-designed site. This link will show state level reports by grade and will also show the few districts with an “n” size large enough to report publically. In previous years, another link to InfoWorks! reported the results of RIAA students by district. In Rhode Island only about five districts have an “n” size that will allow reporting. InfoWorks! does not currently report our RIAA students so RIDE has created a new site for this required reporting.

Improvement Activity	Timelines	Resources
<p><u>State Assessment Program:</u> NECAP will be administered grades 3-8 and 11 during the 2009-2010 academic year.</p> <p>Rhode Island will continue to implement Rhode Island Alternate Assessment including grades 2-8 and 10. The new Rhode Island alternate assessment system (RIAA) is based on Alternate Assessment Grade Span Expectations (AAGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). RIAA training for teachers will continue to have a focus on improving instruction for students who are eligible for the RIAA.</p>	<p>Academic year 2010 – 2011</p> <p>2011 – 2012</p>	<p>RI Department of Education, Office of Student, Community and Academic Supports and Office of Assessment and Accountability personnel</p>
<p>Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs' state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.</p>	<p>Ongoing to the year 2012</p>	<p>RI Department of Education, Office of Student, Community and Academic Support personnel</p> <p>RI Technical Assistance Project personnel</p> <p>RI Department of Education, Office of Assessment and</p>

		Accountability personnel
Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.	Ongoing through 2010 - 2012 academic years	RI Department of Education Office of Student, Community and Academic Support personnel
<u>Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning:</u>  We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.	Ongoing through 2010 - 2012 academic years	RI Department of Education Office for Office of Student, Community and Academic Support personnel  University Center on Disabilities (The Sherlock Center)
<u>Mathematics and Science Alignment:</u> Districts are provided with technical assistance (knowledge and tools) to align their district curriculum with the state standards and to improve mathematics and science instruction.	2010 – 2012 academic years	The Charles A. Dana Center  RI Department of Education, Office for Assessment Accountability and Instruction.
<u>Reconciliation of IEP goals with mathematics standards.</u>	2010 – 2012 academic year	RI Department of Education Office of Student, Community and Academic Support personnel  University Center on Disabilities (The Sherlock Center)
RIDE now partners with Tech ACCESS to hold an annual conference to inform educators and families of the many potential assistive technologies available to students for academic and general use.	2010 – and planning for annual thereafter	RI Department of Education Office of Student, Community and Academic Support personnel  Support Grant Personnel
Evaluation of Vision Support Services (RIVESP) : In an effort to move forward with new goals for low vision services, action plans have been drafted with an outcomes evaluation that includes an academic growth component for students.	2011 and planning thereafter	RI Department of Education Office of Student, Community and

		Academic Support personnel  Support Grant Personnel
<p>New Professional Development webinars in the area of integrated math and science with close captioning will be delivered in Jan. 2012</p> <p>New Professional Development webinars in the use of assistive technology is being planned for September 2012.</p> <p>All Webinars and all professional development is now being captioned and/or made universally accessible.</p>	2011 planning for 2012 implementation and planning thereafter	<p>RI Department of Education Office of Student, Community and Academic Support personnel</p> <p>Support Grant Personnel</p> <p>Sherlock Center</p>

Revisions, with Justification, to Improvement Activities / Targets / Timelines / Resources for FFY 2009 (if applicable): NA

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**Part B State Annual Performance Report (APR) for 2010 (Insert FFY)**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

**A. Percent = 0% [(0 districts identified by the State as having significant discrepancies in the**

rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by 53 (districts in the State)] times 100.

$$(0/53) \times 100 = 0\% \text{ of districts are significantly discrepant}$$

**Significantly Discrepant:** comparison of the risk of a district's special education students to be suspended for more than 10 days to the risk of the district's general education students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students with IEPs that are suspended greater than 10 days would be considered significantly discrepant.

Forty eight (48) districts were excluded from the calculation as a result of not meeting the minimum cell size of 10 students.

**B. Percent = 1.9% [(1 district)]** has: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by 53 (districts in the State) times 100].

$$(1/53 \times 100 = 1.9\% \text{ of districts significantly discrepant})$$

**Definition of "Significant Discrepancy":**

**Significantly Discrepant:** comparison of the risk of a district's students from a particular racial/ethnic group with disabilities to be suspended for more than 10 days to the risk of all general education students from that same district to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students with disabilities in a particular racial/ethnic category suspended greater than 10 days would be considered significantly discrepant. Calculations were completed with each racial/ethnic category being compared to all general education students.

This constitutes a change from an incorrect methodology used in the previous 2009 FFY for Indicator B4B.

Fifty (50) districts were excluded from the calculation as a result of having less than the minimum cell size of 10 students.

FFY	Measurable and Rigorous Target
(2010)  Using 2009-10 data	A. 2 percent of districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs  B. 0 percent of districts will have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

**Actual Target Data for 2010:**

4A. 0 of 53 districts (0%) were identified as having a significant discrepancy in the rates of suspension of greater than 10 days in a school year for students with disabilities. The state has met and exceeded the measurable and rigorous target of 2%.



Data Year	Number of LEAs w/Significant Discrepancy (Actual Target Data)
FFY 2010	0
FFY 2009	1
FFY 2008	1
FFY 2007	2
FFY 2006	3
FFY 2005	4

#### **4A Review of Policies, Procedures and Practices:**

A review of policies, procedures and practices did not take place, as no districts were identified as significantly discrepant and previous issues of noncompliance have been corrected for this indicator.

#### **4A Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2010):**

Progress has been made in this area in that there weren't any districts that showed a significant discrepancy in the rates of suspension of greater than 10 days for students with IEPs, as compared to the rates of suspension for students without IEPs. There has been much work to make improvements in this area.

Training and implementation of School-Wide Positive Behavioral Interventions and Supports continues to take place in the state. There continues to be training for new schools and follow-up sessions for schools that have previously completed training. Additional districts are implementing SWPBIS on a district-wide basis, with their own trainers. There have been support sessions for these district trainers. Planning was completed and an initial training session was held with a new cohort open only to secondary schools, aimed specifically at the issues middle and high schools encounter when implementing PBIS initiatives.

As Response to Intervention is becoming a stronger component of districts' practices, there is more attention being paid to behavioral issues, problem-solving, and the function of a student's behavior. Training is taking place for secondary schools to address behavioral issues and appropriate interventions. There have been additional professional development trainings and presentations on RTI and identifying appropriate behavioral interventions offered to school and district leaders.

Questions regarding positive behavioral supports, policies, practices, and procedures continue to be incorporated into self-assessment questionnaires as part of the CRP application process. Data from districts has been more closely monitored with increased and improved communication to districts. Data has been reported back to districts so they can identify specific schools where there is a larger discrepancy. Districts that are close, but have not been classified as significantly discrepant have been informed so they can self-assess their policies, practices and procedures.

#### **(4A)Explanation of Progress/Slippage**

The data from this fiscal year shows progress among LEAs in reducing discrepancies of suspension rates for students with IEPs. This progress is likely due to various factors. The state continues to ask districts to complete annual self-assessments and evidence checklists of their policies, procedures and practices related to the development of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.

The number of districts with a significant discrepancy in suspension rates greater than 10 days for students with IEPs compared to students without IEPs has steadily gone down since FFY 2004. For FFY 2010 (based on data from 2009-10), no district has a significant discrepancy in this area. The state has met and exceeded the rigorous and measurable target.

#### **4A. Correction of FFY 2009 Findings of Noncompliance:**

There was one district with a finding of non-compliance identified in FFY 2009, based on 2008-09 data. The State has verified that this district has corrected the non-compliance and is correctly implementing the regulatory requirements and has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. This is based on a review of updated data collected through the State data system and information obtained through a School Support monitoring visit and subsequent follow up and review.

**Actual Target Data for (2010):**

**4Ba. Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:**

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2010 (using 2009-2010 data)	53	1	1.9

**4Bb. Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards.**

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies by Race or Ethnicity and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards	Percent
FFY 2010 (using 2009-2010 data)	53	1	1.9

**4B Review of Policies, Procedures, and Practices** (completed in FFY 2010 using 2009-10 data)

The State completed a School Support monitoring visit with the district and met with district representatives to review policies, procedures and practices related to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. In addition, data obtained from the state data collection system was reviewed. Compliance issues were identified and the district revised their policies.

**4B Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2010):**

The State changed the methodology used to calculate the percent of districts with a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with disabilities. The methodology, though changed at the direction of OSEP, now provides for a clearer and more accurate picture of risk of students with disabilities in each racial/ethnic category to be suspended more than 10 days in a school year compared to students without disabilities.

Because the calculation methodology has changed, progress or slippage cannot be determined.

#### Correction of FFY 2009 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) using 2008-2009 data	1
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	0
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1

#### Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	1
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	1

#### 4B Correction of FFY 2009 Findings of Noncompliance:

There was one district with a finding of non-compliance identified in FFY 2009 for Indicator 4B. This district had significant discrepancies for students in more than one racial/ethnic category. Policies, practices, and procedures were revised, and some progress was made. However, there is still a significant discrepancy in one racial/ethnic category.

#### Actions Taken if Noncompliance is Not Corrected:

The State continues to work with the district to correct the non-compliance. Although work has been done and progress has been made in some areas, the district still has a significant discrepancy in one racial/ethnic category. Additional technical assistance is being provided and detailed information from the state data collection system is being provided to identify specific problem areas. The district is required to report to the State periodically on progress, through the CRP process and through regular periodic communication. Data will be reported and monitored more frequently to ensure progress and implementation of policies, practices and procedures related to the development of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY)**  
*[If applicable]*

Targets were revised so they are consistent and in alignment with requirements of this Indicator.

## Part B State Annual Performance Report (APR) for FFY 2010

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: FAPE in the LRE

**Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

#### Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
	<ul style="list-style-type: none"><li>A. Inside the regular class 80% or more of the day;</li><li>B. Inside the regular class less 40% of the day; and</li><li>C. In separate schools, residential facilities, or homebound/hospital</li></ul>

	<b>placements.</b>	<b>Actual Target Data for FFY 2010: (revised 4/2012 based on review of Table 618)</b>
(FFY 2010)	<p>A. State average of children with IEPs served inside the regular class more than 80% of the day will be 80% or higher; the standard deviation among districts will be 10% or lower.</p> <p>B. State average of children with IEPs served inside the regular class less than 40% of the day will be 10% or lower; the standard deviation among districts will be 4% or lower.</p> <p>C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 3% or lower.</p>	A. State average of children with IEPs served inside the regular

class more than 80% of the day was **71.39%**; the standard deviation among districts was 10.33%.

B. State average of children with IEPs served inside the regular class less than 40% of the day was **13.24%** the standard deviation among districts was 7.25%.

C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements was **5.1%**; the standard deviation among districts was 2.48%

This table has been updated based on review of data in table 618

	<b>Baseline Data FFY 2004</b>	<b>Actual Target Data FFY 2006</b>	<b>Actual Target Data FFY 2007</b>	<b>Actual Target Data FFY 2008</b>	<b>Actual Target Data FFY 2009</b>	<b>Actual Target Data FFY 2010</b>
A. Served inside the regular class more than 80% of the day	62.8%	62.85%	74.57%	74.04%	73.06%	<b>71.39%</b>
B. Served inside the regular class less than 40% of the day	18.7%	18.11%	11.01%	11.05%	12.77%	<b>13.24%</b>
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	4.7%	4.85%	3.69%	3.87%	<b>4.18</b>	<b>5.1</b>

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010:**

Rhode Island nearly met the state goals for serving students in the Least Restrictive Environment (LRE) for the FFY 2010 even though things are improving substantially. Rhode Island has been called a “moderately multiracial” state and indicative of the same states across regions, RI too, saw a negative direction in the data (improvement). More districts are within the margins of the standard deviation for areas A and B and are progressing toward LRE target goals. Each district that does not meet LRE target goals or is out of the margins of the standard deviation is required to submit an explanation and a progress plan to the RIDE as part of the consolidate resource planning (CRP) process.

From the feedback collected in the CRP progress can be attributed to a variety of strategies that broadly include the implementation of the district plans to improve inclusive practices as well as statewide professional development including collaborative teaching, differentiated instruction, response to intervention, Positive Behavior Supports, and Universal Design for Learning.

As in previous years, all districts were required to analyze their FFY 2010 LRE data and review their policies and procedures regarding LRE. Based on this analysis districts developed an appropriate plan to maintain successful practices and address areas of needed improvement. All districts were required to submit these plans as part of their Annual Consolidated Resource Plan. Plans were reviewed and approved by RI Department of Education Staff.

State facilitators continued to provide professional development and to support the expansion of demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment. Professional development continued on differentiating instruction through two paid consultants and a cadre of teachers who provided statewide, regional, district and school-based sessions throughout the year. Rhode Island's focus on professional development for Response to Intervention continued to increase, with statewide, regional, district and school-based offerings.

The ACCESS Program, a collaborative initiative of the Rhode Island Department of Education, Office for Diverse Learners and TechACCESS of RI continued to provide district level professional development and now hold an annual Tech ACCESS conference to promote the use of various forms of assistive technology in the classroom. The goal of this initiative is to develop a sustainable and flexible model to support the use of technology in the classroom to achieve success of students with IEPs in the general education curriculum with a focus on reading and written language. In addition to these partners, RIDE is planning an assistive technology webinar in response to a Learner Characteristics Survey which indicated that many more students might benefit from assistive technology in the classroom.

Improvement Activity	Timelines	Resources
Targeted technical assistance will be provided to districts with data demonstrating high percentages of students being served in less inclusive settings. Technical assistance will support districts in analyzing data, reviewing policies and procedures, and action plan development to address identified areas of need.	Ongoing 2008-2012	RI Department of Education Office of Student, Community and Academic Supports personnel  Systems of Support Grant personnel

The combined efforts of identification of disproportionality that the 15% set aside for Early Intervention Services, and, the infusion of ARRA funding has enabled districts to design appropriate strategies to target professional development strategies to assist students who are at risk for academic and behavioral problems. Technical assistance is and will continue to be provided on the most effective use of funding to produce the most inclusive settings.	Ongoing 2008 - 2012	RI Department of Education Office of Student, Community and Academic Supports personnel  Systems of Support Grant personnel
RIDE now partners with Tech ACCESS to hold an annual conference to inform educators and families of the many potential assistive technologies available to students for academic and general use.	2010 – and planning for annual thereafter	RI Department of Education Office of Student, Community and Academic Supports personnel  Support Grant Personnel
Evaluation of Vision Support Services (RIVESP) : In an effort to move forward with new goals for low vision services, action plans have been drafted with an outcomes evaluation that includes an academic growth component for students.	2011 and planning thereafter	RI Department of Education Office of Student, Community and Academic Supports personnel  Support Grant Personnel

## NO REPORTING REQUIRED FOR FFY 2010 on Indicator 6

**Monitoring Priority: FAPE in the LRE**

**Indicator 6:** Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

## **Part B State Annual Performance Report for FFY 2010**

### **Overview of the Annual Performance Report Development**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).



## Monitoring Priority: FAPE in the LRE - Preschool Outcomes

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

### Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

### Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

#### Measurement for Summary Statement 1:

Percent =  $[\# \text{ of preschool children reported in progress category (c)} + \# \text{ of preschool children reported in category (d)}] \div [\# \text{ of preschool children reported in progress category (a)} + \# \text{ of preschool children reported in progress category (b)} + \# \text{ of preschool children reported in progress category (c)} + \# \text{ of preschool children reported in progress category (d)}] \times 100$ .

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:**     Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

## Overview of Issue/Description of System or Process:

### Data Collection System

Since 2001, the Rhode Island Department of Education (Early Childhood), in partnership with the Department of Human Services (Child Care Office), has provided professional development to early care and education providers, including preschool special education teachers, on implementing a system of assessment a) linked with the Rhode Island Early Learning Standards and b) supported by research in the early childhood field regarding appropriate methods of assessing child progress. This system of authentic assessment is comprised of developmentally appropriate tools and strategies including; observation in the child's natural environment, collection of student work, and input from the student's family.

To meet the Preschool Outcomes reporting requirement and to align that measurement of young children's development with the assessment practices described above, the Department of Education conducted an exhaustive search of early childhood outcome-based measures and determined the research-driven, curriculum-based measure most aligned with the state's early learning standards, while also meeting federal data collection and reporting requirements, to be the Creative Curriculum On-Line Assessment System. This assessment system was based on a reliable and valid instrument, *The Progressions of Development and Learning from Birth through Kindergarten* which met all of the assessment standards of the National Association for the Education of Young Children (NAEYC) and the National Association of State Early Childhood Specialists in State Departments of Education (NASECS/SDE). Dr. Richard Lambert, of the University of North Carolina at Charlotte, conducted reliability and validity tests of the *Developmental Continuum for Ages 3-5* on a sample of over 1,500 low-income children. He concluded that the *Developmental Continuum* had adequate assessment properties. The Creative Curriculum system used the COSF categories six and seven as the "comparable to same aged peers" threshold. In response to the higher than expected percentages of children identified as typically developing based on the online generated B7 generated OSEP reports, Teaching Strategies in partnership with ECO reviewed the original conversion process and developed a set of methods to revise and validate a new process resulting in revised cut scores. The revised cut off scores required children to have higher scores to be rated as performing similar to same age peers.

Teaching Strategies, Inc. released *the GOLD* assessment system in July 2010 to replace the Creative Curriculum On-Line Assessment System. The GOLD assessment system was implemented in FFY 2010 to be used as the basis for outcomes measurement. The new GOLD assessment system was developed to serve children from birth through kindergarten, focus on the key elements that research indicates are most effective indicators of school success; align with the expected outcomes identified in state early learning standards, and serve the needs of English-Language Learners. Following an extensive literature-based research review of the most significant recent studies on early learning, the GOLD assessment system was developed to provide a seamless, observation-based assessment system for children birth through kindergarten that blends ongoing authentic assessment in all areas of development and learning with intentional, focused performance assessment tasks for selected predictors of school readiness in the areas of literacy and numeracy. Dr. Richard Lambert, of the University of North Carolina at Charlotte, conducted reliability and validity tests of Teaching Strategies GOLD on a national sample of over 2,594 children. He concluded that, the GOLD assessment system appeared to be highly reliable as indicated by reliability statistics. Results of the factor analysis indicated that the items aligned with the constructs intended by the test development team. His analyses of the dimensionality suggest that the GOLD assessment system measures largely satisfy the Rasch model for unidimensionality. He concluded that these results would strongly suggest that teachers are able to make valid ratings of developmental progress of children across the intended age range, from birth through kindergarten.

The Center for Educational Measurement and Evaluation (CEME) recently reported on an independent research study which included 10,963 young children from 2,525 early childhood centers throughout the United States. 4,580 teachers were selected to participate in the administration of the Teaching Strategies Gold Assessment tool. The researchers found that TSG was both valid and reliable for all children 0-5, including ELLs and those with disabilities.

The Teaching Strategies Gold On-Line Assessment System is a web-based system for documenting authentic assessment practices. It operates as follows:

1. The state purchases subscriptions for each identified district and assigns district data administrators.

2. Those administrators then add approved teachers, who in turn create classrooms and add portfolios for each 3-5 year old student who meets the criteria of this reporting requirement.
3. Administrators also add Speech and Language Pathologists if they are the primary special educators for their preschool students. SLPs in turn create classrooms and add portfolios for the children who meet the criteria of this reporting requirement.
4. On an ongoing basis teachers and SLPs enter observational documentation, pictures of children's work, assessment/evaluation information, as well as information from other service providers and parents.
5. After an entry period (6-8 weeks), the teachers and SLPs conduct an on-line entry assessment based on the multiple pieces of evidence in the children's portfolio. This compilation of data serves as the entry assessment.
6. Evidence is then continually collected and recorded in each child's on-line portfolio for the remainder of the time the child receives preschool special education services.
7. Teachers continue to conduct assessments every November, January and June for each child. These multiple formative assessments, though not required for federal reporting, are used to guide teacher planning and instruction, as well as to provide clear and specific information to families about their child's progress.
8. SLPs conduct COSEF assessments upon entry and exit for each child.
9. Teachers and SLPs exit and archive students turning 6 years old, exiting special education or transitioning to kindergarten, thus allowing the students' outcome data to be measured and reported.
10. The Teaching Strategies Gold On-Line Assessment System allows teacher, SLPs and administrators to run a variety of reports to determine district, school, classroom and individual child assessment information. The data both informs instruction within the classroom and school improvement efforts.
11. The Teaching Strategies Gold On-Line Assessment System includes a data reporting feature that is aligned with the OSEP reporting requirements. This feature organizes the multiple child development objectives assessed by teachers into the three OSEP areas. Each June, the state runs a report using this feature and the system compares the entry and exit assessment data for children who received more than six months of service.

### **Phasing in representative districts**

Given the training requirements and expense of purchasing the on-line subscriptions, the state opted to phase in its data collection with districts which were representative of the population of children served in the state. Within these districts, data was collected on all children with Individual Education Programs who services were provided by the district. Sampling was not used. The discrepancy between the number of children included in the data collection and the annual census count used to identify the representative districts is likely due to out-of district placements and/or children moving from the district after the June census as well as children for whom there was less than six months of data. Because out-of district placements often include children from multiple districts, the state included out-of-district placements in the data collection process once all districts had been phased in.

Census data provided by districts in June 2006 was used to identify the initial six districts. In the fall of 2006, the state provided training in authentic assessment and the use of the Creative Curriculum On-Line Assessment System to these first districts. As outlined below in Tables 7A-C, the representative districts included Newport, Coventry, Westerly, Cranston, Smithfield, and Central Falls.

**TABLE 7A**

<b>Selected Districts</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>Central Falls</b>		<b>10</b>	<b>57</b>		<b>14</b>
<b>Coventry</b>	<b>1</b>		<b>1</b>	<b>1</b>	<b>71</b>

<b>Cranston</b>	<b>5</b>	<b>13</b>	<b>18</b>		<b>162</b>
<b>Newport</b>		<b>9</b>	<b>14</b>		<b>50</b>
<b>Smithfield</b>					<b>42</b>
<b>Westerly</b>	<b>2</b>		<b>2</b>		<b>41</b>

**TABLE 7B**

<b>Total Child Count</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>8</b>	<b>32</b>	<b>92</b>	<b>1</b>	<b>380</b>
<b>STATE</b>	<b>41</b>	<b>169</b>	<b>438</b>	<b>26</b>	<b>2127</b>

**TABLE 7C**

<b>% of population</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>1.64%</b>	<b>6.54%</b>	<b>18.81%</b>	<b>.20%</b>	<b>77.71%</b>
<b>STATE</b>	<b>1.46%</b>	<b>6.03%</b>	<b>15.64%</b>	<b>.93%</b>	<b>75.94%</b>

In 2007, an identical district identification process was conducted using available census data, and an additional eight districts were identified. Tables 7D-F report the data used in this process. Training in the use of authentic assessment and the use of the Creative Curriculum On-Line Assessment System was again provided to both original districts and new districts.

**TABLE 7D**

<b>Selected Districts</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>Central Falls</b>		<b>10</b>	<b>57</b>		<b>14</b>
<b>Coventry</b>	<b>1</b>		<b>1</b>	<b>1</b>	<b>71</b>

<b>Cranston</b>	<b>5</b>	<b>13</b>	<b>18</b>		<b>162</b>
<b>Newport</b>		<b>9</b>	<b>14</b>		<b>50</b>
<b>Smithfield</b>					<b>42</b>
<b>Westerly</b>	<b>2</b>		<b>2</b>		<b>41</b>
<b>East Providence</b>	<b>1</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>99</b>
<b>Foster</b>					<b>6</b>
<b>Pawtucket</b>		<b>22</b>	<b>56</b>	<b>1</b>	<b>81</b>
<b>West Warwick</b>	<b>1</b>	<b>1</b>	<b>3</b>		<b>71</b>
<b>Glocester</b>				<b>1</b>	<b>24</b>
<b>North Smithfield</b>			<b>3</b>		<b>36</b>
<b>Jamestown</b>		<b>1</b>			<b>12</b>
<b>Middletown</b>	<b>1</b>	<b>2</b>	<b>1</b>		<b>31</b>

**TABLE 7E**

<b>Total Child Count</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>11</b>	<b>68</b>	<b>161</b>	<b>7</b>	<b>740</b>
<b>STATE</b>	<b>41</b>	<b>169</b>	<b>438</b>	<b>26</b>	<b>2127</b>

**TABLE 7F**

<b>% of population</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
<b>SELECTED DISTRICTS</b>	<b>1.11%</b>	<b>6.89%</b>	<b>16.31%</b>	<b>.71%</b>	<b>74.97%</b>
<b>STATE</b>	<b>1.46%</b>	<b>6.03%</b>	<b>15.64%</b>	<b>.93%</b>	<b>75.94%</b>

In 2008, the following districts were added: North Kingstown, Cumberland, Woonsocket, and Portsmouth. Census data was again used to identify these districts and Tables 7G-I illustrate the representativeness of the districts which participated.

Table 7G

<b>Selected Districts</b>		<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
	Central Falls	0	12	72	0	11
	Coventry	2	0	2	1	99
	Cranston	11	18	23	0	174
	Newport	0	9	10	0	44
	Smithfield	0	0	1	0	46
	Westerly	3	0	1	1	44
	East Providence	5	24	11	5	107
	Foster	0	0	0	0	10
	Glocester	0	0	1	0	18
	Pawtucket	2	26	52	3	87
	West Warwick	3	2	7	0	75
	North Smithfield	0	0	1	0	42
	Jamestown	0	0	0	0	11
	Middletown	3	2	2	0	36
	North Kingstown	0	2	1	0	80
	Woonsocket	9	23	47	3	145
	Cumberland	1	2	1	0	93
	Portsmouth	1	0	1	0	36

	Totals	40	120	233	13	1158
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Table 7H

Total Child Count	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
<b>SELECTED DISTRICTS</b>	<b>40</b>	<b>120</b>	<b>233</b>	<b>13</b>	<b>1158</b>
<b>STATE</b>	<b>69</b>	<b>215</b>	<b>523</b>	<b>24</b>	<b>2154</b>

Table 7I

% of population	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
<b>SELECTED DISTRICTS</b>	<b>2.56%</b>	<b>7.67%</b>	<b>14.9%</b>	<b>.83%</b>	<b>74.04%</b>
<b>STATE</b>	<b>2.31%</b>	<b>7.20%</b>	<b>17.52%</b>	<b>.80%</b>	<b>72.16%</b>

In 2009, two of the largest districts in the state, Warwick and Providence, were phased into the data collection. Census data was again used to identify these districts and Tables 7J-L illustrate the representativeness of the districts currently participating. The remainder of the state and out-of-district placements were phased in during the 2010-2011 school year.

Table 7J

Selected Districts	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
Central Falls	0	12	72	0	11
Coventry	2	0	2	1	99
Cranston	11	18	23	0	174
Newport	0	9	10	0	44
Smithfield	0	0	1	0	46
Westerly	3	0	1	1	44
East Providence	5	24	11	5	107

	Foster	0	0	0	0	10
	Glocester	0	0	1	0	18
	Pawtucket	2	26	52	3	87
	West Warwick	3	2	7	0	75
	North Smithfield	0	0	1	0	42
	Jamestown	0	0	0	0	11
	Middletown	3	2	2	0	36
	North Kingstown	0	2	1	0	80
	Woonsocket	9	23	47	3	145
	Cumberland	1	2	1	0	93
	Warwick	2	3	1	1	224
	Providence	17	86	256	2	100
	Totals	59	209	490	16	1482

Table 7K

<b>Total Child Count</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
SELECTED DISTRICTS	59	209	490	16	1482
STATE	69	215	523	24	2154

Table 7L

<b>% of population</b>	<b>Asian/Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White (Not Hispanic)</b>
SELECTED DISTRICTS as %	2.62%	9.26%	21.72%	0.71%	65.69%
STATE as %	2.31%	7.20%	17.52%	0.80%	72.16%

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
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2004 (2004-2005)	State submitted required plan for collecting and reporting child outcome data.																																												
2005 (2005-2006)	<p>New Indicator: Status at entry data reported.</p> <p>Outcome Indicator 1: Positive social and emotional skills</p> <ul style="list-style-type: none"><li>52% (170) entered at a typical level of functioning</li><li>48% (154) were not at a typical level of functioning</li></ul> <p>Outcome Indicator 2: Acquisition and use of knowledge and skills</p> <ul style="list-style-type: none"><li>53% (170) entered at a typical level of functioning</li><li>47% (153) were not at a typical level of functioning</li></ul> <p>Outcome Indicator 3: Use of appropriate behaviors</p> <ul style="list-style-type: none"><li>65% (204) entered at a typical level of functioning</li><li>35% (111) were not at a typical level of functioning</li></ul> <p>Total number of children = 324</p>																																												
2006 (2006-2007)	<p>Progress data:</p> <p>Outcome 1: Positive social-emotional skills (including social relationships)</p> <table><tr><td>ECO Recommended Expanded Categories</td><td>Number of Children</td><td>Percent of Children</td></tr><tr><td>a. children who did not improve functioning</td><td>1</td><td>1%</td></tr><tr><td>b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td><td>3</td><td>4%</td></tr><tr><td>c. children who improved functioning to a level nearer to same-aged peers but did not reach it</td><td>4</td><td>6%</td></tr><tr><td>d. children who improved functioning to reach a level comparable to same-aged peers</td><td>11</td><td>16%</td></tr><tr><td>e. children who maintained functioning at a level comparable to same-aged peers</td><td>50</td><td>72%</td></tr><tr><td>Totals</td><td>69</td><td>100%</td></tr></table> <p>Outcome 2: Acquiring and using knowledge and skills</p> <table><tr><td>ECO Recommended Expanded Categories</td><td>Number of Children</td><td>Percent of Children</td></tr><tr><td>a. children who did not improve functioning</td><td>2</td><td>3%</td></tr><tr><td>b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td><td>3</td><td>4%</td></tr><tr><td>c. children who improved functioning to a level nearer to same-aged peers but did not reach it</td><td>6</td><td>9%</td></tr><tr><td>d. children who improved functioning to reach a level comparable to same-aged peers</td><td>10</td><td>14%</td></tr><tr><td>e. children who maintained functioning at a level comparable to same-aged peers</td><td>48</td><td>70%</td></tr><tr><td>Totals</td><td>69</td><td>100%</td></tr></table>			ECO Recommended Expanded Categories	Number of Children	Percent of Children	a. children who did not improve functioning	1	1%	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	3	4%	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	4	6%	d. children who improved functioning to reach a level comparable to same-aged peers	11	16%	e. children who maintained functioning at a level comparable to same-aged peers	50	72%	Totals	69	100%	ECO Recommended Expanded Categories	Number of Children	Percent of Children	a. children who did not improve functioning	2	3%	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	3	4%	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	6	9%	d. children who improved functioning to reach a level comparable to same-aged peers	10	14%	e. children who maintained functioning at a level comparable to same-aged peers	48	70%	Totals	69	100%
ECO Recommended Expanded Categories	Number of Children	Percent of Children																																											
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e. children who maintained functioning at a level comparable to same-aged peers	48	70%																																											
Totals	69	100%																																											

	<b>Outcome 3: Taking appropriate action to meet needs</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	1	1%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	1	1%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	3	4%
	d. children who improved functioning to reach a level comparable to same-aged peers	8	12%
	e. children who maintained functioning at a level comparable to same-aged peers	56	81%
	<b>Totals</b>	<b>69</b>	<b>100%</b>
<b>2007 (2007-2008)</b>	<b>Outcome 1: Positive social-emotional skills (including social relationships)</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	9	5%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	11	6%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	12	6%
	d. children who improved functioning to reach a level comparable to same-aged peers	34	18%
	e. children who maintained functioning at a level comparable to same-aged peers	122	65%
	<b>Totals</b>	<b>188</b>	<b>100%</b>
	<b>Outcome 2: Acquiring and using knowledge and skills</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	8	4%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	14	7%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	17	9%
	d. children who improved functioning to reach a level comparable to same-aged peers	24	13%
	e. children who maintained functioning at a level comparable to same-aged peers	125	66%
	<b>Totals</b>	<b>188</b>	<b>100%</b>
	<b>Outcome 3: Taking appropriate action to meet needs</b>		

	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	8	4%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	6	3%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	10	5%
	d. children who improved functioning to reach a level comparable to same-aged peers	30	16%
	e. children who maintained functioning at a level comparable to same-aged peers	134	71%
	<b>Totals</b>	<b>188</b>	<b>100%</b>
<b>2008</b> (2008-2009)	<b>Baseline data</b>		
	<b>Outcome 1: Positive social-emotional skills (including social relationships)</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	10	3%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	25	7%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	35	9%
	d. children who improved functioning to reach a level comparable to same-aged peers	76	20%
	e. children who maintained functioning at a level comparable to same-aged peers	227	61%
	<b>Totals</b>	<b>373</b>	<b>100%</b>
	<b>Summary Statements</b>		
	1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		<b>76%</b>
	2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		<b>81%</b>
	<b>Outcome 2: Acquiring and using knowledge and skills</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	14	4%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	32	9%

	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	30	8%
	d. children who improved functioning to reach a level comparable to same-aged peers	69	18%
	e. children who maintained functioning at a level comparable to same-aged peers	228	61%
	<b>Totals</b>	<b>373</b>	<b>100%</b>
	<b>Summary Statements</b> 1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. <b>68%</b> 2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. <b>80%</b>		
	<b>Outcome 3: Taking appropriate action to meet needs</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	7	2%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	32	9%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	15	4%
	d. children who improved functioning to reach a level comparable to same-aged peers	65	17%
	e. children who maintained functioning at a level comparable to same-aged peers	254	68%
	<b>Totals</b>	<b>373</b>	<b>100%</b>
	<b>Summary Statements</b> 1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. <b>67%</b> 2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. <b>86%</b>		
<b>2009</b>  (2009-2010)	<b>Outcome 1: Positive social-emotional skills (including social relationships)</b>		
	<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
	a. children who did not improve functioning	<b>44</b>	<b>7%</b>
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	<b>71</b>	<b>11%</b>
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	<b>94</b>	<b>15%</b>

d. children who improved functioning to reach a level comparable to same-aged peers	208	32%
e. children who maintained functioning at a level comparable to same-aged peers	229	35%
<b>Totals</b>	<b>N=646</b>	<b>100%</b>
<b>Summary Statements</b> 1.Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. <b>72%</b> 2.The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. <b>68%</b>		
<b>Outcome 2: Acquiring and using knowledge and skills</b>		
<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
a. children who did not improve functioning	79	12%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	100	15%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	122	19%
d. children who improved functioning to reach a level comparable to same-aged peers	177	27%
e. children who maintained functioning at a level comparable to same-aged peers	168	26%
<b>Totals</b>	<b>N=646</b>	<b>100%</b>
<b>Summary Statements</b> 1.Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. <b>63%</b> 2.The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. <b>53%</b>		
<b>Outcome 3: Taking appropriate action to meet needs</b>		
<b>ECO Recommended Expanded Categories</b>	<b>Number of Children</b>	<b>Percent of Children</b>
a. children who did not improve functioning	54	8%

	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	62	10%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	67	10%
	d. children who improved functioning to reach a level comparable to same-aged peers	167	26%
	e. children who maintained functioning at a level comparable to same-aged peers	296	46%
	<b>Totals</b>	<b>N=646</b>	<b>100%</b>
<b>Summary Statements</b> 1.Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. <b>67%</b>  2.The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. <b>72%</b>			
Summary Statements		<b>Targets</b>  <b>FFY 2010</b>  (% of children)	<b>Actual</b>  <b>FFY 2010</b>  (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>			
<b>1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program</b>		<b>74 %</b>	<b>69%</b>
<b>2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program</b>		<b>69 %</b>	<b>59 %</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
<b>1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program</b>		<b>65 %</b>	<b>74 %</b>
<b>2. The percent of children who were functioning within age</b>		<b>54 %</b>	<b>61 %</b>

**Targets and Actual Data for Preschool Children Exiting in FFY 2010 (2010-11)**

expectations in Outcome B by the time they exited the program		
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
<b>1</b> Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	<b>69 %</b>	<b>74 %</b>
<b>2.</b> The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	<b>73 %</b>	<b>69 %</b>

**Progress Data for Preschool Children FFY 2010**

<b>Outcome 1: Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>67</b>	<b>8%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>110</b>	<b>14%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>144</b>	<b>18%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>250</b>	<b>32%</b>
<b>e. Percent of children who maintained functioning at a level comparable to same-aged peers</b>	<b>218</b>	<b>28%</b>
<b>Total</b>	<b>N= 789</b>	<b>100%</b>
<b>Outcome 2: Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>37</b>	<b>5%</b>

b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>118</b>	<b>15%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>153</b>	<b>19%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>281</b>	<b>36%</b>
<b>e. Percent of children who maintained functioning at a level comparable to same-aged peers</b>	<b>200</b>	<b>25%</b>
<b>Total</b>	<b>N= 789</b>	<b>100 %</b>
Outcome 3: Use of appropriate behaviors to meet their needs:	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>61</b>	<b>8 %</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>66</b>	<b>8 %</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>115</b>	<b>15 %</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>248</b>	<b>31 %</b>
<b>e. Percent of children who maintained functioning at a level comparable to same-aged peers</b>	<b>299</b>	<b>38 %</b>
	<b>N= 789</b>	<b>100 %</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:**

**Improvement Activities Completed:**

In 2010-2011, RIDE continued the intensified focus on two areas essential to the measurement of preschool outcomes:

**1. Training of both new and existing administrators and early childhood special education professionals**

Training and technical assistance supports to districts were designed and structured to provide early childhood special education professionals and administrators with a clear understanding of the RIDE established policies and procedures targeted at ensuring the fidelity of the outcomes data. Training for early childhood special education professionals was focused on development and implementation of authentic assessment skills and strategies for outcomes measurement using [teachingstrategiesgold.net](http://teachingstrategiesgold.net).

Analysis of [creativecurriculum.net](http://creativecurriculum.net) assessment data from 2008-09 indicated that assessment of children's level of development needed to become more consistently reported using more valid reliable assessment



methods and strategies. The state was concerned that early childhood staff were over-estimating developmental functioning in outcomes areas and emphasized the need for a more accurate representation of the status of children. Fortunately, a recently released technical report from the Center for Educational Measurement and Evaluation (CEME), found that educators using the new Teaching Strategies Gold made valid and reliable ratings of children's developmental progress.

New Early Childhood Special Education Teachers participated in two full days of training. The first day of training was in authentic assessment taught by a Rhode Island Early Learning Standards certified trainer. The second day of training focused on the technical use of [teachingstrategies.net](http://teachingstrategies.net), as well as training in the use of [teachingstrategies.net](http://teachingstrategies.net) not only as an assessment tool, but also as an integral component of the teaching process. This training was provided by a local consultant with expertise both in [teachingstrategies.net](http://teachingstrategies.net) and early childhood education, as well as RIDE early childhood special education staff.

New Speech Language Pathologist working in early childhood special education participated in a full day of training developed specifically for this group. The training for SLPs was specifically designed and adapted to foster the development of authentic assessment and implementation of [teachingstrategies.net](http://teachingstrategies.net) within the context of the speech language therapy sessions. Attention was given to assist SLPs in extending assessment competencies into all three outcome categories. Trainings were conducted by an SLP with experience and expertise in early childhood assessment and intervention, a local consultant with expertise in both [teachingstrategies.net](http://teachingstrategies.net) and early childhood education and RIDE early childhood special education staff.

Trainings for administrators continue to be provided during a half day session with a focus on the administrator's role in supporting data collection and ensuring accurate and complete data. Additionally, the local consultant provided administrators with training in the technical use of the on-line Teaching Strategies Gold system.

Finally, additional professional development and training sessions were provided by RIDE and a local consultant with expertise in both [teachingstrategies.net](http://teachingstrategies.net) and early childhood education. These sessions allowed a heightened focus on developing reporting and assessment skills and meeting the timelines of the Outcomes Measurement Initiative.

## **2. Developing effective monitoring and support plans at both state and district levels.**

Additional guidance was provided regarding process and procedures related to child outcomes measurement and [teachingstrategies.net](http://teachingstrategies.net). The Child Outcomes Leadership Group, comprised of district administrators, was established and meets quarterly to establish collaboration and continuity in improving state-wide practice in measurement of early childhood outcomes. Additionally, a monthly OUTCOMES MATTER newsletter was developed with the goal of providing district leadership with ongoing information, guidance and resources to develop effective administrative monitoring and support plans. A local consultant was hired to develop and implement a state-level monitoring plan to support districts in the implementation of the policies and procedures essential to ensure the fidelity of preschool outcomes measurement. This allows RIDE to not only more accurately assess preschool outcomes, but also provides the data to inform interventions and supports. 2009-2010 data indicated the need for interrater reliability within early childhood special education professionals. RIDE is looking forward to the 2011-2012 data to assist in determining if Teaching Strategies Gold is, as suggested in CEME's current research, indeed more reliable. RIDE is also investigating the interrater reliability training option within Teaching Strategies Gold as a possible training tool for teachers. Additionally, the monitoring has revealed the need for administrators to receive more focused and sustained training in monitoring data and supporting staff. The data indicates that LEAs with involved outcomes leadership demonstrate the strongest monitoring and adherence to RIDE established systems and procedures. The increased monitoring by RIDE of the data identified a number of concerns that impact the fidelity of the data.

RIDE continues to encourage LEA administrative monitoring through the use of the state rubrics, which measure both the quality of the child observations and portfolios. RIDE also promotes the use of the teacher, SLP and administrative flow charts.

### Explanation of Progress/ Slippage:

2010-2011 data reflect the first year of full state implementation, after several years of phasing into the early child outcomes project. The positive impact of state level training and monitoring may have also added to the significant increase in number of children for whom outcomes were reported. RI increased from 646 students reported during FY 2009-2010 to 789 students during the FY 2010-2011. This increase demonstrates a significant improvement in district participation and therefore an increase in reliability of data.

Rhode Island has demonstrated some variation across the 3 outcomes and the 2 summary statements. Progress as well as slippage was evident and may be due to a variety of factors, including those indicated above. It must also be noted that the change from creativecurriculum.net to Teaching Strategies Gold took place during this last year. In addition to the state's improvement activities relating to the increase in available data, it may have also led to an increase in reliability and therefore a more accurate representation of the status of the children.

The increased number of children for whom data was reported, the shift to the more reliable Teaching Strategies Gold, as well as the benefits of professional development activities each may have had a positive impact on the accuracy of the reported outcomes. All of these factors provide a reasonable explanation as to why the state demonstrated progress and slippage as well as the reason why the state did not meet some of the proposed targets. With the stability of the upcoming year, RIDE looks forward to progress in all areas and to meeting the 2011-2012 targets.

Summary Statements	Actual FFY 2009  (% of children)	Actual FFY 2010  (% of children)	Improve- ment/ Slippage	Targets FFY 2011  (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>				
<b>1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program</b>	<b>72%</b>	<b>69 %</b>	<b>-3%</b>	<b>75%</b>
<b>2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program</b>	<b>68%</b>	<b>59 %</b>	<b>-9%</b>	<b>70%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>				
<b>1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program</b>	<b>63%</b>	<b>74 %</b>	<b>+11%</b>	<b>67%</b>
<b>2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the</b>	<b>53%</b>	<b>61 %</b>	<b>+8%</b>	<b>55%</b>

program				
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>				
<b>1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program</b>	<b>67%</b>	<b>74 %</b>	<b>+7%</b>	<b>70%</b>
<b>2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program</b>	<b>72%</b>	<b>69 %</b>	<b>-3%</b>	<b>74%</b>

### Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources
<u>Improve Training and Technical Support</u> Redesign assessment training for current educators to focus on the use of a planned, intentional and focused assessment plan.	Complete by September 2011	RIDE Staff and expert consultant
<u>Improve accuracy and completeness of data collection</u> Develop online procedural training modules which will aid teachers, SLPs and administrators in procedural compliance with TSG and state requirements.	Complete by September 2011	RIDE Staff and expert consultant
<u>Improve accuracy and completeness of data collection</u> Develop checklists which will aid teachers, SLPs and administrators in procedural compliance with TSG and state requirements.	Complete by September 2011	RIDE Staff and expert consultant
<u>Improve accuracy and ease of data collection and interpretation</u> Work with TSG staff to correct concerns related to the monitoring of assessment data.	Complete by June 2012	RIDE staff and expert consultants

<p><u>Improve accuracy and completeness of data collection</u></p> <p>Improve use of RIDE web page by incorporating a variety of samples demonstrating correct child entry.</p>	<p>Complete by June 2012</p>	<p>RIDE staff and expert consultants</p>
<p><u>Improve observer reliability if necessary</u></p> <p>After review of 2011-2012 outcomes data, if necessary review and research methods of implementing interrater reliability for educators.</p>	<p>Complete research by Sept 2012/ Revise current training plan as necessary.</p>	<p>NECTAC, State of NJ, ECO, TSG</p>
<p><u>Improve Training and Technical Support</u></p> <p>Convene an end-of-the-year meeting with current districts to explore successes, challenges, and recommendations for future.</p>	<p>Complete and continuing</p> <p>COMPLETED and scheduled annually</p>	<p>RIDE staff</p>
<p><u>Improve Training and Technical Support</u></p> <p>Develop manual which outlines the basic steps and frequently asked questions of outcomes measurement</p>	<p>Complete by August 2009</p> <p>COMPLETED</p> <p>Development of flow charts, policies and procedures continue to require adaption for the transition to Teaching Strategies GOLD</p>	<p>RIDE staff</p>
<p><u>Improve Training and Technical Support</u></p> <p>Redesign authentic assessment training to offer more opportunities to practice assessment techniques, record data on-line appropriately, link assessment to curriculum planning</p>	<p>Complete by September 2010</p> <p>COMPLETED all new teachers as well as teachers in fourth cohort trained. Results suggest that this group demonstrated improved ability to participate in outcomes project regarding quantity and quality of observational data as well as compliance with timelines for reporting.</p>	<p>RIDE Staff and expert consultants</p>
<p><u>Improve accuracy and completeness of data collection</u></p> <p>Refine training for administrators in interpreting and using Creative Curriculum data, supervising the outcomes data collection, and supporting special educators in observing and documenting children's functioning effectively.</p>	<p>Revise training annually each July.</p> <p>Schedule training sessions for September-October through 2010</p> <p>COMPLETED for 2009 and continuing administrators from each LEA were designated to support and monitor outcomes initiative. Attended initial training and ongoing sessions scheduled during the year.</p>	<p>NECTAC, Creative Curriculum, ECO</p>
<p><u>Improve accuracy and completeness of data collection</u></p> <p>Revise state level monitoring systems to collect and review district level policies and</p>	<p>Complete by June 2009</p> <p>COMPLETED and ongoing. State regular monitoring of data and reporting back to districts resulted in increased reporting of outcomes. Increased administrative</p>	<p>RIDE staff</p>

procedures related to outcome measurement	capacity to review and monitor LEA data. Allowed for customized technical assistance to districts based on analysis of data reporting.	
<u>improve observation reliability</u> develop training and technical assistance support for speech and language pathologists specific to the area of child assessment	Complete by August 2009  COMPLETED	RIDE staff
<u>determine fourth representative cohort to be phased in</u> use eRIDE data system to determine additional districts to be phased in.	Complete by August 2009  COMPLETED	eRIDE
<u>send notification letters and provide information session for new districts</u> host information and overview session for new districts to prepare them for fall implementation of assessment system	Complete by September 1, 2009  COMPLETED	RIDE staff
<u>design training</u> design training in use of authentic assessment and technical use of the on-line system for all eligible districts incorporating research on reliability training and feedback from first three cohorts.	Complete annually by September 1 through 2010  COMPLETED	RIDE staff
<u>design training</u> design guidelines and training to support the use of teams to make entry and exit determinations for all children	Complete by September 1, 2010  COMPLETED	RIDE staff
<u>determine fifth representative cohort to be phased in</u> use eRIDE data system to determine additional districts to be phased in.	Complete by August 2010 COMPLETED  All public and private providers of early childhood special education now participating in outcomes measurement.	RIDE Staff
<u>evaluate data</u> using guidance from ECO Center, review data for trends which might indicate data quality concerns or professional development needs.	Complete annually through 2010  COMPLETED and Ongoing	RIDE Staff

## Part B State Annual Performance Report (APR) for FFY10

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Parent Involvement

**Indicator 8:** Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities.

**Measurement:** Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

FFY 2010 (2010-2011)	Measurable and Rigorous Target for FFY 2010
	<b>Target:</b> 34.5% percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities.
	Target change: 4.38 % decrease as reasonable projection from previous year (FY09) results
	Target Change Projected in Mean Measure: -5                      Mean Measure: 556
	Expected Standard Deviation: 150 or lower

	<p>Expected Measurement Reliability: 0.90 or better</p> <p>Survey Date: March 2011</p> <p>N =5400 (18% response rate). Target sample size from census-based data collection from approximately 30,000 parents of students with disabilities, weighted as necessary for preschool and school-aged students, with respondents from every school district statewide.</p>										
	<p style="text-align: center;"><b>Actual Target Data for FFY 2010</b></p> <p><b>Actual Data: 38.00 percent</b> of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities.</p> <p>[State Standard: Score of 600 on the <i>School Efforts to Partner with Parents Scale (SEPPS)</i>, formerly the NCSEAM Part B 25-item <i>School Efforts Scale</i>]</p> <p>Actual Result: 1.5% points higher than projected target. Projected decrease of 4.38% not found; decrease was below 1% at .88%</p> <table border="0"> <tr> <td>Actual Score (Mean Measure): 569</td><td>Actual increase from previous yr (FY09): 8 points</td></tr> <tr> <td>Actual Standard Deviation: 148</td><td>Actual change: 2 points higher SD than previous yr</td></tr> <tr> <td>Actual Measurement Reliability: .90-.91</td><td>Achieved above target of .90 or better</td></tr> <tr> <td>Actual Number of Returns: 3537</td><td>Actual change: 641 fewer returns than previous year</td></tr> <tr> <td>Actual Return Rate: 13.69%</td><td>Actual change: 2.49% lower than previous year</td></tr> </table>	Actual Score (Mean Measure): 569	Actual increase from previous yr (FY09): 8 points	Actual Standard Deviation: 148	Actual change: 2 points higher SD than previous yr	Actual Measurement Reliability: .90-.91	Achieved above target of .90 or better	Actual Number of Returns: 3537	Actual change: 641 fewer returns than previous year	Actual Return Rate: 13.69%	Actual change: 2.49% lower than previous year
Actual Score (Mean Measure): 569	Actual increase from previous yr (FY09): 8 points										
Actual Standard Deviation: 148	Actual change: 2 points higher SD than previous yr										
Actual Measurement Reliability: .90-.91	Achieved above target of .90 or better										
Actual Number of Returns: 3537	Actual change: 641 fewer returns than previous year										
Actual Return Rate: 13.69%	Actual change: 2.49% lower than previous year										

#### Discussion of Actual Target Data for FFY 2010:

FFY 2010 data reflects Rhode Island's **fifth year** of measurement using the same valid and reliable measurement tool, the *School Efforts to Partner with Parents Scale (SEPPS)*, previously known as the NCSEAM Part B School Efforts 25-item scale. Survey period: **Annually in March/April 2011**.

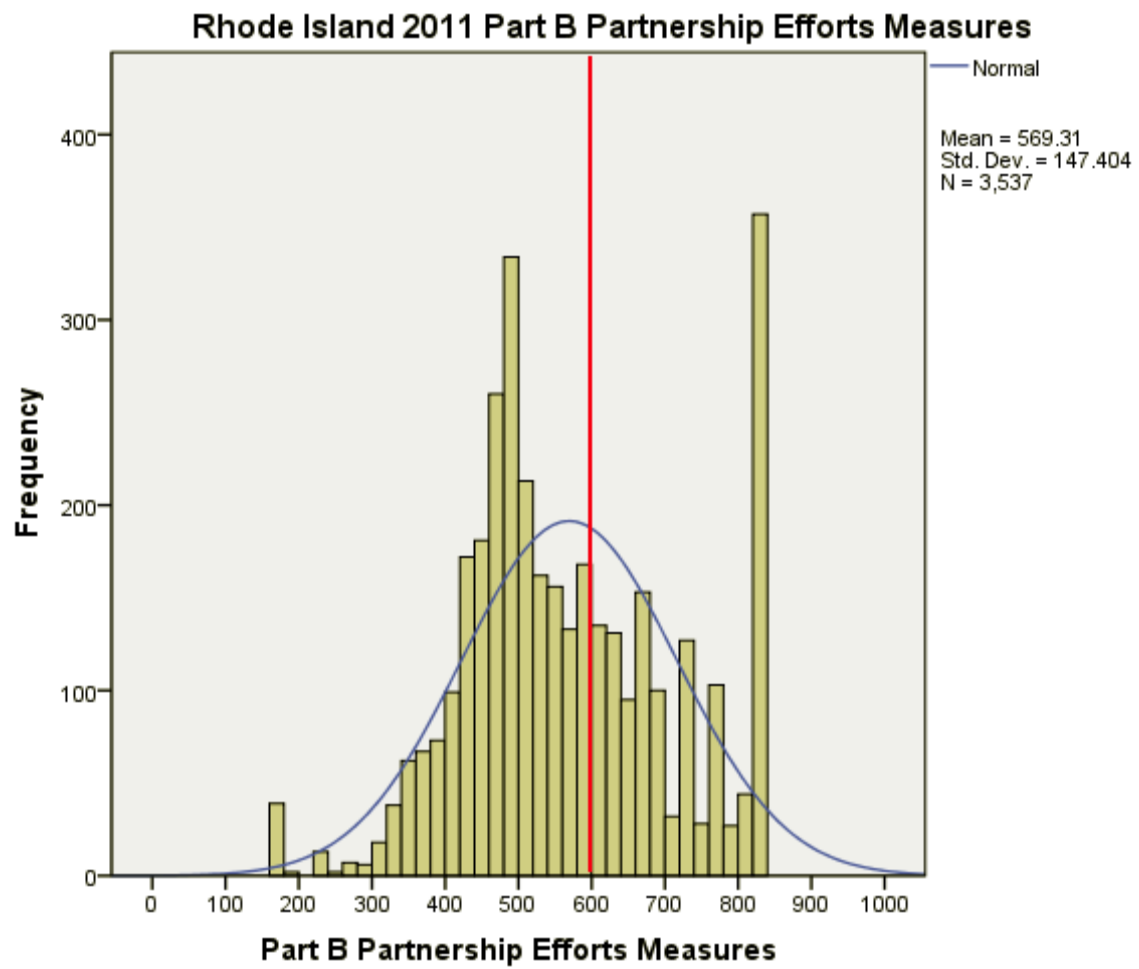
Data was gathered from a statewide, census-based survey and data analysis generated from records processed for 25,821 students with disabilities from all Rhode Island school districts. The statewide score reported is **weighted** for preschool and school-aged students. [Figure 1B]

**Discussion of Results: Rhode Island's FFY 2010 Score:** Statewide results revealed that 38% of parents responding to the survey (1,359 of 3,547 respondents) reported school efforts at or above the state standard of 600, while the target for this fifth survey administration was projected at 34.5% reporting efforts at or above the standard. Results showed a statewide average score for FFY 2010 of 569 as compared to a score of 555 in the previous year. An increase of 4 points in the mean statewide score was achieved, against a projected target decrease of 5 points from FFY 2009 results. Also meeting or exceeding expectations for FFY 2010 is the measurement reliability of .90-.91, against the expected reliability of .90 or better. This is important in terms of assuring that our results portray an accurate picture of school efforts to partner with families in Rhode Island.

The results of Rhode Island's fifth administration of the NCSEAM Part B School Efforts Scale are portrayed in the following three figures:

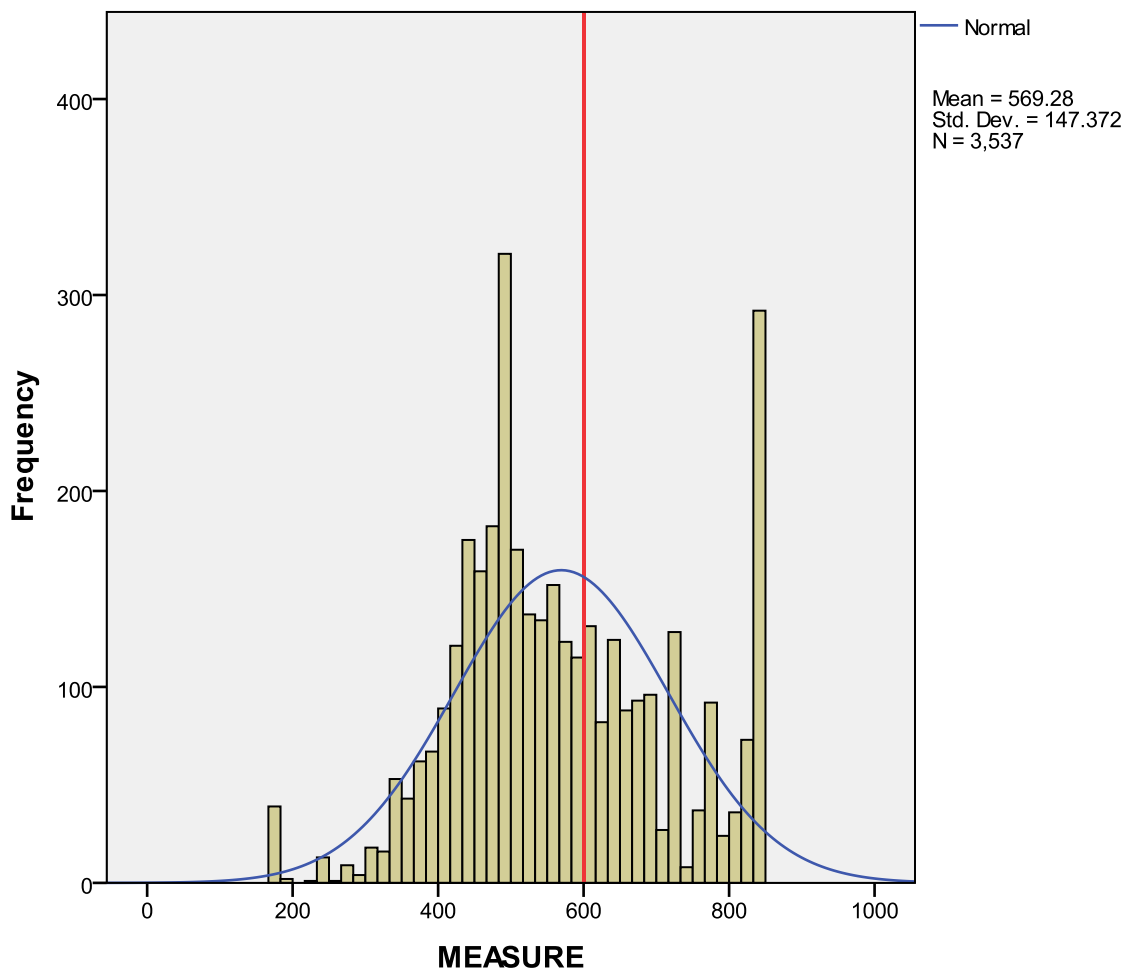
- Figure1: "Rhode Island Part B Partnership Efforts Measures" (unweighted)
- Figure 1B: "Rhode Island Part B Partnership Efforts Measures" (weighted)
- Figure 2: "Statistical Summary of Baseline Data" (weighted results used in reporting)

### Figure 1A—Unweighted Measure



**Figure 1B—Weighted Measure**  
**Rhode Island Part B Partnership Efforts Measures**





**Figure 2 Statistical Summary**

**STATE OF RHODE ISLAND**

PART B Special Education Parent Survey Report for Data Collected in FFY2010

**SPP/APR Indicator #8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Standard:** A 95% likelihood of a response of “agree,” “strongly agree” or “very strongly agree” with the item on the NCSEAM survey’s Partnership Efforts scale: “The school explains what options parents have if they disagree with a decision of the school.”

PART B Preschool (619) (Children ages up through 4)

**Percent at or above indicator 8 standard: 41% (SE of the mean = 2.8%)**

Number of Valid Responses: 257

Mean Measure: 589

Measurement SD 108

PART B School Age (Children ages 5 and up)

**Percent at or above indicator 8 standard: 37% (SE of the mean = 0.8%)**

Number of Valid Responses: 3,280

Mean Measure: 536

Measurement SD 148

ALL PART B UNWEIGHTED

**Percent at or above indicator 8 standard: 38% (SE of the mean = 0.7%)**

Number of Valid Responses: 3537

Mean Measure: 569

Measurement reliability: .90-.91

Measurement SD 147

ALL PART B WEIGHTED

**Percent at or above indicator 8 standard: 38% (SE of the mean = 0.7%)**

Number of Valid Responses: 3,537

Mean Measure: 569

Measurement reliability: .91-.94

Measurement SD 148

EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)

**Percent at or above indicator 8 standard: 17% (SE of the mean = 0.7%)**

Number of Valid Responses: 2,705

Mean Measure: 481

Measurement reliability: .94

Measurement SD 135

**Discussion of Participation Rate and Representativeness of Respondents in the SEPPS Measure**

**Participation Rate:**

Number and rate of survey returns for FFY2010, slightly lower than projected at N = 3537, are determined valid for use in the measure. Number of statewide student records processed was 25,821 for this small state. Although more than sufficient as a sample size, continuous efforts are underway to boost participation rates. These are discussed later in the state improvement component of this indicator. In addition, it is noted that the spread of scores among respondents is within that projected at a standard deviation (SD) of 148 against a projected SD of 150 or lower. The state will continue to monitor its trend related to this measurement variable.

**Representativeness of Respondents:**

The response group included parents of students with disabilities of every age group 3-21 years and from every school district statewide. The response group was generally representative of the state population of students with disabilities for gender, race, age, and disability as follows:

**FFY 2010**

Gender	
State Population (All Students with Disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Female: 32.06 %	Female: 29.70%

<b>Male: 67.94 %</b>	<b>Male: 69.70%</b>
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<b>Race</b>		
	<b>State Population (Students with Disabilities)</b>	<b>Response Group (Respondent Parents of Students with Disabilities)</b>
<b>Native American</b>	<b>1.93 %</b>	<b>.5 %</b>
<b>Asian</b>	<b>2.03 %</b>	<b>1.9 %</b>
<b>Black</b>	<b>10.61 %</b>	<b>5.3 %</b>
<b>Hispanic</b>	<b>21.22 %</b>	<b>14.5 %</b>
<b>White</b>	<b>64.21 %</b>	<b>75.3 %</b>

<b>Age Groups: Preschool and School Age</b>	
<b>State Population (All Students with Disabilities)</b>	<b>Response Group (Respondent Parents of Students with Disabilities)</b>
<b>Ages 3-5: 11.63 %</b>	<b>Ages 3-5: 6.9 %</b>
<b>Ages 6-21: 88.37 %</b>	<b>Ages 6-21: 92.5 %</b>

<b>Disability Category</b>		
	<b>State Population</b>	<b>Response Group (Respondent Parents of Students with Disabilities)</b>
<b>Autism (AUT)</b>	<b>7.05 %</b>	<b>12.0 %</b>
<b>Emotional Disturbance (ED)</b>	<b>8.9 %</b>	<b>6.3 %</b>
<b>Developmental Delay (DD)</b>	<b>8.64 %</b>	<b>10.3 %</b>
<b>Deaf</b>	<b>0.24 %</b>	<b>0.2 %</b>
<b>Hearing Impairment (HEAR)</b>	<b>0.46 %</b>	<b>0.7 %</b>
<b>Blind/Visual Impairment (BL/V)</b>	<b>0.27 %</b>	<b>.50 %</b>
<b>Deaf/Blind (DF/B)</b>	<b>0.02 %</b>	<b>0.1 %</b>
<b>Health Impairment (HI)</b>	<b>14.24 %</b>	<b>15.4 %</b>
<b>Learning Disability (LD)</b>	<b>36.03 %</b>	<b>29.0 %</b>
<b>Multiple Disability (MD)</b>	<b>1.44 %</b>	<b>1.9%</b>
<b>Intellectual Disabilities (ID)</b>	<b>3.53 %</b>	<b>3.8%</b>
<b>Orthopedic Impairment (ORTH)</b>	<b>0.33 %</b>	<b>0.3 %</b>

<b>Speech Language Impairment (S/L)</b>	<b>18.58 %</b>	<b>18.7%</b>
<b>Traumatic Brain Injury (TBI)</b>	<b>0.24 %</b>	<b>0.3 %</b>
<b>Total</b>	<b>100 %</b>	<b>100 %</b>

For gender, the response group closely mirrored the state

population.

For race, the response group also generally reflected the state population, Native American respondents were low; white respondents represented a higher percentage than the statewide rate. Black and Hispanic respondents reflected slightly smaller percentages than that statewide.

For age, the respondents closely mirrored the student's population for preschool and school aged students with disabilities in Rhode Island.

For disability, the percentage of respondents for disability categories of ED, DD, Deaf, Hearing, BL/V, HI, MD, ID, Orth, S/L, and TBI closely mirrored statewide percentages for these categories. Percentage of respondents for category of LD was lower than the state average. For the category of Autism, the respondent group, although small in number, reflected a higher percentage than the statewide percentage for this group. The category of DF/B reflects a number smaller than ten for this category.

## Addressing Indicator 8

The development and implementation of the parent involvement indicator in Rhode Island includes the perspective of many stakeholders. The state's Parent Training and Information Center (PTIC) and Parent Information and Resource Center (PIRC), the Parent Support Network of Rhode Island, district Special Education Administration, District Principal representation and the RI Department of Education (RIDE), Office of Student Community and Academic Supports (OSCAS), including IDEA and NCLB/Title I staff, are active partners in policy, planning, program, and professional development across parent partnership initiatives, including work on the annual parent survey and the development of Indicator 8 in the SPP/APR. As a small state, Rhode Island enjoys face-to-face relationships with all key parent groups and awareness of the parent involvement indicator of the state's SPP/APR continues to grow.

In addition, RIDE includes *Community & Family Engagement* as part of its *Progressive Support and Intervention (PS & I)* system of school accountability and support. This component is one of several expectations for school districts as a component of district level strategic plans. IDEA staff work closely with Title I staff on district level parent involvement policies, Home-School Compacts, and related technical assistance which builds support for SPP Indicator 8 work within RIDE and with districts. For example, RIDE IDEA, Title I, and PTIC staffs have collaborated in promoting the National Standards for Parent/Family Involvement Programs, developed by the National Parent Teacher Association, as an organizing framework for multiple school-family partnership initiatives, and these standards are formally endorsed by the RI Board of Regents for Elementary and Secondary Education.

To direct the state's ongoing work on Indicator 8, the Office of Student Community and Academic Supports works jointly with various parent representatives, particularly Rhode Island's PTIC and PIRC, and the Parent Support Network of Rhode Island (PSNRI), as well as representation from district special education administrators and district principals, to address OSEP feedback and revise the state's measurement plan. The State Special Education Advisory Committee, the State Special Education Advisory Network as well as all district Local Special Education Advisory Committees, are also kept informed about and encouraged to give guiding input to Rhode Island SPP Indicator 8 work.

**RIDE and the Parent Organization partners developed and implemented the following action steps for FFY 2010 survey administration:**

- **Measurement Tool:** Rhode Island continues its commitment to utilize the measurement originally developed by the *National Center for Special Education Accountability Monitoring (NCSEAM)*, the Part B School Efforts Scale, now known as the *School Efforts to Partner with Parents Scale (SEPPS)*, using the recommended 25-item reliable and valid scale as its annual measurement instrument for this indicator. A sample of the survey format and content can be reviewed at [http://accountabilitydata.org/ParentFamily%20Involvement%20Measures/2005NCSEAM\\_PartB\\_Watermarked\\_\(21244%20-%20Activ.pdf](http://accountabilitydata.org/ParentFamily%20Involvement%20Measures/2005NCSEAM_PartB_Watermarked_(21244%20-%20Activ.pdf)

- **Continuation of Survey Administration Schedule for FFY 2010:** Rhode Island established its baseline measure in FFY2006, conducted its fifth administration in FFY2010, and confirms its commitment to continue to conduct the measure annually in March/April.
- **Survey Accessibility for Multiple Languages:** The state contracts with a private in-state translation service for translations of the *SEPPS* into the four printed languages most frequently utilized in Rhode Island: English, Spanish, Portuguese, and Khmer (Cambodian).
- **Expert Assistance:** The state completed year five of a five-year contract with Avatar International, LLC, for assistance as needed with all required steps of the Indicator 8 measurement process outlined by OSEP. Avatar has since abandoned this work, and RIDE is in the process of seeking a new vendor to continue the state's commitment to this measure of schools' efforts to involve parents of children with disabilities as one means of improving special education services. RIDE connects the survey and translation vendors as needed to enable them to collaborate directly for final formatting and production of survey materials in multiple languages. Rhode Island relies on the survey vendor particularly for customizing, bar coding, and producing the surveys, disseminating and collecting the mailings, conducting the data analyses and reports, and educating RIDE and its stakeholder workgroup through ongoing consultation, to enable the state to make maximal use of the survey results in target-setting and improvement planning. The previous vendor was selected in part because it employed as Chief Investigating Officer an individual who contributed to the NCSEAM Survey's development and pilot. It also held a rare confidentiality certification. All transmissions of student data to the new vendor will continue to be encrypted. The previous consultant initially offered much needed expert consultation in measurement, including webinars as needed for the Indicator 8 work group, and generated state-specific disaggregated reports that have greatly assisted with improvement planning.
- **State Capacity for the Measurement Process:** To increase the accuracy of the student information data file needed for survey coding, dissemination, and analysis, as well as to add needed data elements of home address and home language, RIDE has successfully incorporated the needed data elements and reporting requirements into the system of annual data reporting by school districts to the state eRIDE system. This annual general education data report from school districts statewide is fully completed each year by November 1<sup>st</sup> and permits continuous updating and inclusion of every student. One month prior to the survey distribution, each district's Special Education Administrator receives a notice from RIDE to update their student enrollment data and then receives a second notice with a district list of missing information to be rectified. Once this data file is updated it is sent to the survey vendor for processing. The survey vendor runs an address software program on the student addresses and identifies any that may be undeliverable. This information is sent back to RIDE who in turn communicates with the LEA's for a second round of screening to ensure that all parent addresses are correct for distribution.
- **Survey Marketing:** RIDE and the Rhode Island Parent Information Network (RIPIN), continued to partner in marketing the *SEPPS* throughout FFY 2010. RIPIN convened a statewide evening dinner meeting and collaborated with RIDE to inform and solicit assistance from RI's statewide network (known as the Special Education Advisory Network (SEAN)). SEAN includes all district Local Advisory Committees (LACs), the state level Special Education Advisory Committee, and others. RIDE and RIPIN developed and implemented the following marketing strategies:
  - As planned with the statewide network SEAN, a variety of locally implemented Local Advisory Committee prompts, such as local automated phone messages, mailings, or meetings, were conducted to inform parents within their communities about the upcoming survey and to encourage their participation.

[Note: Local Special Education Advisory Committees (LACs) in RI represent committees parallel to State Advisory Committees under IDEA and have been in place in RI local school districts for more than 25 years as a requirement under state special education regulations. The school committee of each local and regional special education program must appoint and support such an advisory committee on special education, comprised of parents of children with disabilities, school personnel, and individuals with disabilities. Each LAC advises the local district on matters concerning the unmet needs of students with disabilities and advocates in partnership with parents for students with disabilities to ensure entitlements, among other roles and responsibilities. The RIDE collaborates with the RI PTIC, RI Special Education Advisory Committee (RISEAC), Parent Support Network of RI, and the network of district LACs, who jointly convene for statewide networking dinner meetings throughout the school year. The SEAN network facilitates communication, program development, and professional development of all partners, with the express purpose of supporting RISEAC and local LACs in their roles of advising state and local special education improvement. This network offers a potentially rich resource to the ongoing work of SPP data collection and improvement activities, particularly in maximizing culturally competent and locally effective outreach to encourage survey participation and to facilitate improvement efforts.]

  - Joint advertisement (quarter-page ad w/photos) in the Providence Sunday Journal, the state's largest newspaper, at the start of the survey period.

- Joint advertisement on RI Public Transit Authority (RIPTA) buses prior to and throughout the survey period—interior posters on full size busses and exterior signs on approximately 30 public transport vans.
- Joint public service announcements in English and Spanish on the state's major radio stations, including Spanish stations.
- Joint signatories and agency logos on the survey cover letter and survey
- New "Coming To Your Mailbox" in color/ RIPIN bookmark mailed by the vendor to all parents two weeks prior to the SEPPS Survey
- New Cover Letter mailed with the Survey in March 2011 by vendor
- New "Back Pack" Reminders in color provided electronically in four languages to each districts Local Special Education Advisory Committee, to each school district special education office, and to each Rhode Island school Principal for local dissemination.
- New SEPPS Frequently Asked Questions developed, interpreted and disseminated
- RI Disaggregated Data sheet developed and disseminated
- Survey return date extended by two weeks in consideration of the historic RI floods of 2010
- RIPIN Call Center: Ongoing – Staff trained annually and available to respond to parent inquiries and requests for survey assistance, in partnership with the PTIC, through preparation and support of contact persons at the PTIC to receive calls and provide multilingual assistance throughout the survey period. A log was kept of all issues identified by the relatively small number of callers for use in informing subsequent administrations of the parent survey.

Despite extensive marketing and selection of a survey administration date during a least eventful time of year (e.g. no elections, no state assessment), the projected participation rate of 18%, or 5400 responses, was not realized in FFY2010. However, participation rate, even at 13.69%, was representative of the state population.

In addition to the marketing efforts, the following activities were delivered to assist with understanding the results of the survey and improve family engagement.

- Creating and conducting Regional/Individual Technical Assistance sessions for all districts statewide, to build awareness of the statewide measure, the data it offers for improvement planning at the local level, each district's parent participation level for the annual survey, and each district's results on the measure. Districts were required to attend in pairs—a special education administrator and parent leader or LAC chair. To reach all districts, four regional sessions were provided and co-facilitated by parent, school, and state leaders, including a school principal, a PTIC representative, and a RIDE (SEA) representative. District pairs were very engaged, particularly interested in local results and participation rates, and generated updated written plans for taking on the role in their school communities of leading the effort to build awareness of the SEPPS, district results, and increasing participation rates. In addition, a sampling of LEA representatives were recruited to present at the regional technical assistance sessions and share strategies with their colleagues on the use of their individual SEPPS data and school improvement planning around school efforts to partner with families.
- RIDE has an accountability system in place for monitoring Indicator #8 improvement plans imbedded in the annual Consolidated Federal Grant application. One item in the application requires each district to report its district level results on the SEPPS, report its participation rate, and outline its plan for the upcoming year to build district level awareness of the measure, data yielded and its usefulness with district planning. The Parent Involvement item embedded in districts' *AcceleGrants* application creates a placeholder for the district to enter its own score and participation rate on the *SEPPS*; describe its parent involvement efforts as these address improvements implicated by SEPPS performance and align with the National Standards for Parent/Family Involvement Programs (PTA); describe its Local Special Education Parent Advisory Committee; highlight professional developments plans related to facilitating genuine IEP dialogue with families; and report on related parent involvement items such as culturally responsive practices.
- The release of annual IDEA allocations for FFY 2010 was contingent on district reporting of improvement plans related to parent involvement as well as a number of parent partnership elements related to Indicator 8.

Based on the belief that "what gets measured gets counted", this approach will provide districts in subsequent years with meaningful local data that provides direct, district-specific feedback and a focus for local efforts at parent involvement. It will also enable more customized improvement efforts based on individual district need and results in terms of *SEPPS* item analysis. Given that the development of the districts' annual application is generally a public process, this will provide an additional avenue for public reporting and for systematic check-in and technical assistance between RIDE and every school district each year regarding Indicator 8.

### **Discussion of Improvement Activities Completed for FFY 10 (July 2010-June 2011):**

In FFY 2010, Rhode Island exceeded its projected target. Rhode Island's FFY 2010 Score: Statewide results revealed that 38% of parents responding to the survey (1,359 of 3,547 respondents) reported school efforts at or above the state standard of 600, while the target for this fifth survey administration was projected at 34.5%. Results showed a statewide

average score for FFY 2010 of 569 as compared to a score of 551 in the previous year. An increase of 18 actual points in the mean statewide score was achieved, against a projected decrease of 5 points from the FFY 2009 target. Also meeting or exceeding expectations for FFY 2010 is the measurement reliability of .90-.91, against the expected reliability of .90 or better. This is important in terms of assuring that our results portray an accurate picture of school efforts to partner with families in Rhode Island.

In addition, resources were devoted in FFY 2010 to coordinate a dual screening of the data file utilized for the survey mailing, developing additional marketing pieces in support of the statewide survey distribution, building awareness of the PTIC and supporting local efforts. The parent involvement workgroup developed and offered a training session to districts entitled "Developing Pathways to Partnerships" based on the NSCEAM Training Manual. This was designed to offer an opportunity for district representatives and parents to enhance their partnership skills and planning regarding the school districts approach, atmosphere, attitude and actions toward family engagement. The Office of Student Community and Academic Supports sponsored this opportunity in partnership with the PTIC to enhance the districts' capacity to build local partnerships with their parents and enhance parent involvement. The following are the Indicator 8 improvement activities completed in FFY 2010.

Activity Completed	Resources Utilized	Schedule	Projected Status FFY 2010 & 2011
<p><b>Convened the <i>School/Family Partnership Workgroup</i>.</b></p> <p>Indicator 8 workgroup met periodically to advise, oversee, and share the implementation of improvement activities. Work members included RIDE Liaison, PTIC Liaison, District Special Ed. Director, PSN Liaison, and a state level parent-professional training pair contracted through the PTIC and funded by RIDE.</p>	<p>Time, meeting space, staffing, and materials shared among agencies.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>	<p>July 2010 and ongoing</p>	<p>Regularly scheduled Workgroup meetings</p>
<p><b>Continued to inform and provide technical assistance to local school districts and parents as partners.</b></p> <p>Provided regional information and work sessions statewide to inform district school and parent leader pairs about the 2010-2011 <i>SEPPS</i> results, survey participation rates, usefulness of results, and suggested action planning to increase participation for the 2011-2012 survey.</p> <p>School Family Partnership Workgroup presented on a North East Regional Resource Center webinar regarding RI's work on Indicator 8.</p> <p>Planned Fall 2011 presentation to the Special Education Advisory Network (SEAN), a statewide gathering of all local special education advisory committees, the State Special Education Advisory Committee, the PTIC, and RIDE.</p>	<p>Office of Student Community and Academic Supports funding with in-kind staffing from partner agencies.</p> <p>Contracted services as needed with school/family partners.</p>	<p>Ongoing</p> <p>November 1, 2010</p> <p>Summer 2011</p>	<p>Sessions scheduled and support materials developed and disseminated to districts as needed</p>
<p><b>Began planning to address impending loss of contracted vendor (Avatar International) for Parent Survey after June 30, 2011</b></p>	<p>Time and effort of the Office of Student Community and Academic Supports</p>	<p>Summer 2011</p>	<p>Support from RIDE Fiscal Office and RI Department of Administration</p>

<p><b>Public Awareness Campaign conducted and Parent Survey Administered</b></p> <p>Conducted marketing campaign and administer SEPPS statewide for the 2010-11 school year.</p> <p>Maintained marketing activities:</p> <ul style="list-style-type: none"> <li>--Issued direct mailing to every household one week prior to the survey mailing;</li> <li>--Added PTIC insert in direct mailing;</li> <li>--Revised the survey cover letter to increase family-friendly appearance and message or necessary updates;</li> <li>--Boosted survey recognition by aligning designs of pre-survey notice and post-survey reminders with survey cover notice with updates as required.</li> </ul> <p>Indicator 8 workgroup, RIDE, and contracted vendor worked jointly to implement marketing activities, support distribution of the survey, and provide effective technical assistance to schools and family members as scheduled or requested.</p> <p>Considered development of FAQ resource document to address questions arising from work with districts.</p>	<p>Indicator 8 workgroup RIDE and contracted vendor</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Modified contract with survey vendor to add inserts and to conduct additional direct mailing to every survey recipient.</p> <p>Contracted with translation vendor to translation re-designed survey marketing materials and FAQ.</p>	<p>March 2011 – end of survey period</p>	<p>Effective administration of the SEPPS that meets projected FFY2010 targets.</p>
<p><b>Provided a subsequent offering of the “Developing Pathways to Partnerships” training as well as explored, developed and offered a subsequent module as professional development to school communities</b></p> <p>School/Family Partnership Workgroup members explored and offered additional NSCEAM modules to school districts in continued support of school improvement planning around parent involvement and enhancing existing structures/initiatives already in place.</p>	<p>Resources:</p> <p>Indicator 8 workgroup member knowledge</p> <p>NCSEAM training manual</p> <p>National PTA Standards for Parent Involvement Programs</p> <p>Best practice resources contributed by partner agencies</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>	<p>Completed module for 2010-2011</p> <p>Subsequent module planned for upcoming school year</p>	<p>Indicator 8 Workgroup scheduled and offered training sessions to school community and parents as partners</p> <p>Format: Parent-Professional session Leaders and follow up consultation.</p> <p>Parent-Professional pairing of participating district members</p> <p>Parent Panel offered as a component of the training session</p>



<p><b>Made annual IDEA allocation award contingent on LEA addressing Indicator 8</b></p> <p>Implement and administer new, comprehensive Parent Involvement item, including Indicator 8 elements, in the 2011-2012 annual local application for IDEA allocations (Consolidated Resource Plan (CRP), as reflected in the web-based application, AcceleGrants).</p> <p>Through review and approval of applications, provide assistance to districts in planning and reporting regarding Indicator 8 elements and related parent involvement plans in their annual application for IDEA funds.</p>	<p>RIDE staff of the Office of Student Community and Academic Supports in collaboration with the RIDE Office of Finance and AcceleGrants vendor</p> <p>Partial contribution of resources of the Office of Student Community and Academic Supports</p>	<p>Spring/ Summer 2011</p> <p>June 2011</p>	<p>Item fully embedded and administered in annual application.</p>
<p><b>Continued annual public performance reporting</b></p> <p>Informed districts of their 2010-2011 <i>SEPPS</i> results and survey participation rates. Continued to encourage local leadership of parent and director pairs in building local awareness of the measure, the data it offers to improvement planning, and progress of local results.</p> <p>Provided district-specific consultation with the state level parent/professional consultation cadre as needed.</p>	<p>School/Family Partnership Workgroup</p> <p>RIDE resources to maintain contract with PTIC for cadre pair support.</p>	<p>Completed for 2011</p> <p>As needed</p>	<p>Information to all districts as evidenced by the “school effort to involve parents” improvement plans in their Consolidated Resource Plan (CRP). (annual application for IDEA allocation)</p>

## Part B State Annual Performance Report (APR) for FFY 2010

**Overview of the Annual Performance Report Development:** The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Disproportionality

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

#### Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.  $(1/53)*100=1.89\%$

In analyzing data for this indicator, the State used its Fall October 2010 Enrollment and December 2010 Child Count with race bridging for the FFY 2010 SPP/APR submission. RIDE has developed a race bridging policy to categorize students who have two or more minority selections according to a fixed protocol. Race bridging was utilized to allow 2 year trend examination. October 2010 Enrollment and December 2010 Child Count by 7 races was also examined to analyze data for this indicator in the area of two or more races.

#### In analyzing data for this indicator, the State must:

*Use data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for all children with disabilities aged 6 through 21 served under IDEA.*

*All States are required to report race and ethnicity data using the new racial and ethnic categories not later than the data for the 2010-2011 school year. This means that States must report under Indicator 9 on disproportionate representation of children in the "two or more races" category with the FFY 2010 APR, due February 1, 2012.*

#### Definition of "Disproportionate Representation" and Methodology

*States are instructed to provide their definition of disproportionate representation and include the method(s) used to calculate disproportionate representation (e.g., risk ratio, weighted risk ratio, E-formula, etc.).*

**Disproportionate Representation** is defined as a risk ratio of 2.5 or higher or less than 0.40 for two consecutive years with a minimum n size of 10 students and at least a 1% difference between LEA risk and national risk (step one) plus evidence of policies, procedures, and/or practices which result in inappropriate identification (step two). Evidence was collected from multiple sources: record reviews, onsite visits, district submissions in the consolidated resource plan, records of complaints, mediations, and hearings.

**Step One:** Using the criteria established above, the State determined that 10 school districts were identified as meeting the data threshold for disproportionate representation. While some districts did not meet the minimum n of 10 students of a particular race/ethnicity, almost all districts meet the n size for at least one race/ethnicity group. Only 1 district (a new charter school) was excluded from examining disproportionate representation in special education and related services.

**There are 53 total districts.** (Step One)

## Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification

The State reviewed the child find, evaluation, and eligibility policies, procedures, and practices of the 10 districts identified in step 1 of the FFY 2010 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- on-site record reviews of individual student files which occur both as part of the School Support System of Focused Monitoring and also as part of additional probes in response to disproportionality data.
- Additional data probes in which districts reviewed individual student files for a group showing disproportionate representation to examine trends in age/grade of eligibility, current or former ELL status, mobility in and out of district, changes in eligibility category over time, and completion of a full and individual evaluation.
- onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff, related service providers, parents, and students are interviewed regarding child find, evaluation, and eligibility practices, procedures, and policies and review of previous action plans for addressing disproportionality and accompanying revisions of policies, procedures, and practices.
- required district submissions of a disproportionality self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Accelegrants IDEA application June 2009 as well as new or revised policies, procedures, and practices provided through the that same process in both June 2010 and at the January/February 2011 amendment period where follow up was warranted.
- records of complaints, mediations, and hearings.

As a result of its extensive verification process, the State found that 1 district was noncompliant with the eligibility and evaluation requirements. Accordingly, the State determined that 1 of the 10 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. File reviews did not yield any child specific findings of noncompliance.

**Step One:** States must provide the **number of districts identified with disproportionate representation** of racial and ethnic groups in special education and related services (see Table below).

- **Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification**  
*States must report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2010 reporting period, i.e., after June 30, 2011 (See Table below).*
- *The State must describe **how** it made its annual determination that the disproportionate representation of racial and ethnic groups in special education and related services was, or was not, the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a). The State may use monitoring data; review policies, practices, and procedures, etc. States must determine whether districts with disproportionate representation of racial and ethnic groups in special education and related services are in compliance with the child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311, and include that information in its APR.*

### Actual Target Data for FFY 2010:

FFY	Measurable and Rigorous Target
FFY 2010	0%

(Target Data for FFY 2010)

See data below

Provide actual target data.

**Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification**

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2010 (2010-2011)	53	10	1	1.89%

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "IZero Divide"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "IZero Divide"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

When examining December 2010 data for 7 races, the following data was found: No Asian students were disproportionately represented. No Pacific Island students were disproportionately represented. Black students are disproportionately represented in 11 districts and Native American students are disproportionately represented in 6 districts. Hispanic students are disproportionately represented in 2 districts and students of two or more races are disproportionately represented in 2 districts. White students are disproportionately represented in 4 districts. No district which met the n size requirement had under representation. In one district, White, Black and Hispanic students are disproportionately represented due to inappropriate identification practices.

When examining race bridging data for 5 races, the following data was found: No Asian students were disproportionately represented. Black students are disproportionately represented in 2 districts (a decrease from prior year) and Native American students are disproportionately represented in 5 districts. Hispanic students are disproportionately represented in 2 districts (a decrease from prior year). White students are disproportionately represented in 4 districts (a decrease from prior year). No district which met the n size requirement had under representation. In one district, White, Black and Hispanic students are disproportionately represented due to inappropriate identification practices.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:**

Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accelegrants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the Rhode Island Technical Assistance Project, Rhode Island College School Psychology Program, University of RI School Psychology Program, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (Rtl) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and Rtl for English Language Learners.

Slippage occurs at the practice level when policies and procedures have been appropriately revised but are not yet seamlessly implemented by all practitioners in a district.

Review and revision of SEA policies, procedures, and practices has included the following activities (**bold = new**):

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 **and 2010-2011** school years
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits
- **Implementation of new ELL Program Description tools to ensure appropriate educational programs and access to core curriculum for ELLs**
- Finalized guidance on the implementation of Rtl for identifying students with learning disabilities with TA sessions Jan. - April 2010
- **Continued regional training sessions on implementation of Rtl and full and individual evaluation including individual case studies representing diverse students 2010-2011 school year.**
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009
- **Continued technical assistance from the Office of Instruction, Assessment, and Curriculum on quality Early Childhood programs and appropriate screening and assessment practices for diverse young learners 2010-2011.**
- **Increased cross office consultation between IDEA staff and the Office of Instruction, Assessment, and Curriculum on new State Comprehensive Assessment System Guidance for LEAs and on planning and delivering technical assistance on implementation of RTI.**

**Correction of FFY 2009 Findings of Noncompliance (if State did not report 0%):**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator:   2  %

7. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	<b>1</b>
8. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>0</b>
9. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>1</b>

**Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

10. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	<b>1</b>
11. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>0</b>
12. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>1</b>

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

**Actions Taken if Noncompliance Not Corrected:**

*For FFY 2009 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

The State has required that the district participate in embedded technical assistance on appropriate identification practices. Technical assistance is delivered in the schools in partnership with the Rhode Island Technical Assistance Project and Rhode Island College School Psychology faculty. The State has required that the district revise policies, practices, and procedures for child find and eligibility decisions. The State has required that the district set aside CEIS funds (15% of IDEA funds) to deliver interventions and supports to general education students grades K-12 to reduce inappropriate identification practices. The State has required the district to examine educational opportunities for English Language Learners to reduce inappropriate identification practices.

**Verification of Correction (either timely or subsequent):**

*For States that Reported Less than 100% Compliance for FFY 2009 for Indicator 9:*

*As specified in OSEP's FFY 2009 SPP/APR Response Table, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator. The State must demonstrate, in the FFY 2010 APR, that the districts identified in FFY 2009 or, if applicable districts identified in FFY 2009 based on FFY 2008 data, with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.*

Based on a review of updated data subsequently collected through a State data system (June 2010 and June 2011 Child Count data), the district continues to over represent Hispanic and Black Children in special education and related services. Based on a review of updated data subsequently collected through the 2010 and 2011 CRP applications, the district has revised policies and procedures for the identification as children with disabilities as eligible for special education and related services.

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:**

The State examined trends in the number of students with IEPs by race/ethnicity in December 2009, June 2010, December 2010, and June 2011 data sets as compared to trends in general enrollment by race/ethnicity for those time periods for this district. The State collected and reviewed revised policies and procedures such as written procedures for a comprehensive evaluation process and use of intervention and progress monitoring in the identification process. The State determined that the revised policies and procedures were appropriate and support reduction of disproportionate representation due to inappropriate identification.

**Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):** **NA**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

1. Number of remaining FFY 2008 findings noted in OSEP's June 2010 FFY 2009 APR response table for this indicator	0
1. Number of remaining FFY 2008 findings the State has verified as corrected	0
2. Number of remaining FFY 2008 findings the State has not verified as corrected [(1) minus (2)]	0

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

**Verification of Correction of Remaining FFY 2008 findings:** **NA**

*For States with Findings of Noncompliance identified in FFY 2008 that were not reported as corrected in the FFY 2009 APR, as specified in OSEP's FFY 2009 SPP/APR Response Table, the State must demonstrate, in the FFY 2010 APR, that the districts identified in FFY 2008 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with remaining noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.*

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008: NA**

**Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (if applicable): NA**  
*Provide information regarding correction using the same Table format provided above.*

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable): All OSEP statements have been addressed in the optional template format above.**

Statement from the Response Table	State's Response
Report on (1) the technical assistance sources from which the state received assistance and (2) the actions the state took as a result of that technical assistance	RI received technical assistance from the National Center on RTI and as a result implemented a year of secondary RTI training cohorts with 22 schools representing middle and high school. RI also received TA from the REL and the New England Comprehensive Center on topics related to ELLs. As a result, revised state policies, procedures and practices to include: Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits Implementation of new ELL Program Description tools to ensure appropriate educational programs and access to core curriculum for ELLs.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable): NA – no new revisions at this time.**



**Overview of the Annual Performance Report Development:** The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Disproportionality

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

#### Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.  $(2/53) \times 100 = 3.77\%$

In analyzing data for this indicator, the State used its Fall October 2010 Enrollment and December 2010 Child Count with race bridging for the FFY 2010 SPP/APR submission. RIDE has developed a race bridging policy to categorize students who have two or more minority selections according to a fixed protocol. Race bridging was utilized to allow 2 year trend examination. October 2010 Enrollment and December 2010 Child Count by 7 races was also examined to analyze data for this indicator in the area of two or more races.

#### In analyzing data for this indicator, the State must:

*Use data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for all children with disabilities aged 6 through 21 served under IDEA. The State must provide these data at a minimum for children in the following six disability categories: **mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism** (see Part B Indicator Measurement Table for additional instructions).*

*All States are required to report race and ethnicity data using the new racial and ethnic categories not later than the data for the 2010-2011 school year. This means that States must report under Indicator 9 on disproportionate representation of children in the "two or more races" category with the FFY 2010 APR, due February 1, 2012.*

#### Definition of "Disproportionate Representation" and Methodology

*States are instructed to provide their definition of disproportionate representation and include the method(s) used to calculate disproportionate representation (e.g., risk ratio, weighted risk ratio, E-formula, etc.).*

**Disproportionate Representation** is defined as a risk ratio of 2.5 or higher or less than 0.40 for two consecutive years with a minimum n size of 10 students and at least a 1% difference between LEA risk and national risk (step one) plus



evidence of policies, procedures, and/or practices which result in inappropriate identification (step two). Evidence was collected from multiple sources: record reviews, onsite visits, district submissions in the consolidated resource plan, records of complaints, mediations, and hearings.

**Step One:** Using the criteria established above, the State determined that 23 school districts were identified as meeting the data threshold for disproportionate representation. While some districts did not meet the minimum n of 10 students of a particular race/ethnicity, almost all districts meet the n size for at least one group. Only 1 district (a new charter school) was excluded from examining disproportionate representation in special education and related services. (Step One)

**Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification**

The State reviewed the child find, evaluation, and eligibility policies, procedures, and practices of the 23 districts identified in step 1 of the FFY 2010 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- on-site record reviews of individual student files which occur both as part of the School Support System of Focused Monitoring and also as part of additional probes in response to disproportionality data.
- Additional data probes in which districts reviewed individual student files for a group showing disproportionate representation to examine trends in age/grade of eligibility, current or former ELL status, mobility in and out of district, changes in eligibility category over time, and completion of a full and individual evaluation.
- onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff, related service providers, parents, and students are interviewed regarding child find, evaluation, and eligibility practices, procedures, and policies and review of previous action plans for addressing disproportionality and accompanying revisions of policies, procedures, and practices.
- required district submissions of a disproportionality self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Accelegrants IDEA application June 2009 as well as new or revised policies, procedures, and practices provided through the that same process in both June 2010 and at the January/February 2011 amendment period where follow up was warranted.
- records of complaints, mediations, and hearings.

As a result of its extensive verification process, the State found that 2 districts were noncompliant with the eligibility 34 CFR §300.306(b)(1) and 34 CFR §300.306(c)(1) and evaluation 34 CFR §300.304(b)(1) requirements. Accordingly, the State determined that 2 of the 23 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. File reviews did not yield any child specific findings of noncompliance.

*States are to provide the **number of districts identified with disproportionate representation** of racial and ethnic groups in specific disability categories (see Table below).*

- **Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification**  
*States must report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2010 reporting period, i.e., after June 30, 2011 (See Table below).*
- *The State must describe **how** it made its annual determination that the disproportionate representation of racial and ethnic groups in specific disability categories was, or was not, the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a). The State may use monitoring data; review district policies, practices, and procedures, etc. The State must determine whether districts with disproportionate representation of racial and ethnic groups in specific disability categories are in compliance with the child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311, and include that information in its APR.*

**Actual Target Data for FFY 2010:**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<i>FFY 2010</i>	<i>0%</i>

*(Target Data for FFY 2010)*

*See data below*

Based upon December 2010 data by 7 races, no Asian students were disproportionately represented. No Pacific Island students were disproportionately represented. Black students are disproportionately represented in 10 districts and Native American students are disproportionately represented in 2 districts. Hispanic students are disproportionately represented in 10 districts. Students of two or more races were disproportionately represented in 3 districts. White students are disproportionately represented in 26 districts. No district which met the n size requirement had under representation.

Based upon race bridging data for 5 races December 09 and December 10, no Asian students were disproportionately represented. Black students are disproportionately represented in 12 districts and Native American students are disproportionately represented in 3 districts. Hispanic students are disproportionately represented in 10 districts. White students are disproportionately represented in 23 districts. No district which met the n size requirement had under representation.

The two districts that were identified with inappropriate identification were flagged for three different disability categories (LD, ED, and OHI) for three different racial/ethnic groups (Black, Hispanic, White). One district was flagged for one of those disability categories for one racial/ethnic group. Another district was flagged for three disability categories for three racial/ethnic groups. Neither district is disproportionate for students of two or more races when December 2010 data by 7 races is examined.

**Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification**

<b>Year</b>	<b>Total Number of Districts</b>	<b>Number of Districts with Disproportionate Representation</b>	<b>Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification</b>	<b>Percent of Districts</b>
<b>FFY 2010 (2010-2011)</b>	<b>53</b>	<b>23</b>	<b>2</b>	<b>3.77%</b>

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "Zero Divide"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "Zero Divide"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:**

Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accellegrants IDEA submission. LEAs received targeted

technical assistance from RIDE in collaboration with the Rhode Island Technical Assistance Project, Rhode Island College School Psychology Program, University of RI School Psychology Program, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (Rtl) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and Rtl for English Language Learners.

Slippage occurs at the practice level when policies and procedures have been appropriately revised but are not yet seamlessly implemented by all practitioners in a district.

Review and revision of SEA policies, procedures, and practices has included the following activities (**bold=new**):

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 **and 2010-2011** school years
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits
- **Implementation of new ELL Program Description tools to ensure appropriate educational programs and access to core curriculum for ELLs**
- Finalized guidance on the implementation of Rtl for identifying students with learning disabilities with TA sessions Jan. - April 2010
- **Continued regional training sessions on implementation of Rtl and full and individual evaluation including individual case studies representing diverse students 2010-2011 school year.**
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009
- **Continued technical assistance from the Office of Instruction, Assessment, and Curriculum on quality Early Childhood programs and appropriate screening and assessment practices for diverse young learners 2010-2011.**
- **Increased cross office consultation between IDEA staff and the Office of Instruction, Assessment, and Curriculum on new State Comprehensive Assessment System Guidance for LEAs and on planning and delivering technical assistance on implementation of RTI.**

**Correction of FFY 2009 Findings of Noncompliance (if State reported more than 0% compliance):**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator:   8  %

13. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	<b>4</b>
14. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>2</b>
15. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>2</b>

**Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

16. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	<b>2</b>
17. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>1</b>
18. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>1</b>

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

#### **Actions Taken if Noncompliance Not Corrected:**

*For FFY 2009 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

The State has required that one district participate in embedded technical assistance on appropriate identification practices. Technical assistance is delivered in the schools in partnership with the Rhode Island Technical Assistance Project and Rhode Island College School Psychology faculty. The State has required that the district revise policies, practices, and procedures for child find and eligibility decisions. The State has required that the district set aside CEIS funds (15% of IDEA funds) to deliver interventions and supports to general education students grades K-12 to reduce inappropriate identification practices. The State has required the district to examine educational opportunities for English Language Learners to reduce inappropriate identification practices. The State provided a grant for technical assistance to another district which subsequently hired a consultant to provide ongoing and embedded TA to revise policies, procedures, and support changed practices. The State also required that the district set aside CEIS funds (15% of IDEA funds) to deliver interventions and supports to general education students grades K-12 to reduce inappropriate identification practices. The State also required that this district submit the revised policies and procedures, and upon review of the revisions determined that they were appropriate to support appropriate practices. In this district, revisions and subsequent data demonstrated full correction of noncompliance.

#### **Verification of Correction (either timely or subsequent):**

Based on a review of updated data subsequently collected through a State data system (June 2010 and June 2011 Child Count data), the district not yet subsequently corrected continues to over represent Hispanic and Black Children in special education and related services. Based on a review of updated data subsequently collected through the 2010 and 2011 CRP applications, the district has revised policies and procedures for the identification as children with disabilities as eligible for special education and related services. The State determined that the other district verified as corrected demonstrated through June 2011 Child Count data and other monitoring procedures such as self-assessments that over representation of children in ED and OHI continues to show improved data trends and correction based upon the LEA's change to policies, procedures, and practices.

*For States that Reported Less than 100% Compliance for FFY 2009 for Indicator 10:*

*As specified in OSEP's FFY 2009 SPP/APR Response Table, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator. The State must demonstrate, in the FFY 2010 APR that the districts identified in FFY 2009 or, if applicable districts identified in FFY 2009 based on FFY 2008 data, with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.*

#### **Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:**

Through the review of data collected by the State, including compliance data collected through a State data system, the State examined trends in the number of students with IEPs by race/ethnicity in December 2009, June 2010, December 2010, and June 2011 data sets as compared to trends in general enrollment by race/ethnicity for those time periods for this district. The State collected and reviewed revised policies and procedures such as written procedures for a comprehensive evaluation process and use of intervention and progress monitoring in the identification process to examine the root cause of the noncompliance and verify that the LEA changes the required areas of policy, procedure, and practice in the special education eligibility process. The State determined that the revised policies and procedures

were appropriate and support reduction of disproportionate representation due to inappropriate identification and thus determined in the LEA that regulatory requirements are correctly implemented.

**Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

3. Number of remaining FFY 2008 findings noted in OSEP's June 2011 FFY 2009 APR response table for this indicator	0
4. Number of remaining FFY 2008 findings the State has verified as corrected	
5. Number of remaining FFY 2008 findings the State has not verified as corrected [(1) minus (2)]	0

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

**Verification of Correction of Remaining FFY 2008 findings: As reported in item 6 of Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance) table submitted in the FFY2009 APR, 0 remained as not verified as corrected.**

**Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008: As reported in the APR FFY08, "Verification of Correction (either timely or subsequent):**

**Verification of correction of non-compliance occurred via**

- monitoring of district negotiated agreements and corrective action plans by RIDE and/or
- examination of evidence of revised policies, procedures, and practices submitted to RIDE and/or
- student file reviews and
- examination of data

The verification activities are tailored to the particular case of noncompliance. For example, where procedures led to inappropriate identification practices, RIDE required the district to submit a revised procedure manual and schedule of dissemination including training to district staff. In addition, the New England Equity Assistance Center and the Northern RI Educational Collaborative report to RIDE on targeted technical assistance activities and outcomes for each district. Those activities include assisting the district in necessary revisions and district staff training on new or revised policies or procedures. No district had an individual child case of noncompliance to correct. "

More specifically, the targeted technical assistance from the New England Equity Assistance Center and Northern RI Educational Collaborative focused on culturally responsive educational practices and distinguishing difference from disability for four of the five districts. Two of the five districts embarked on extensive revision to core educational practices to provide more access to education through differentiated instruction. All five districts revised policies, procedures and practices for referral and evaluation for special education eligibility as common root causes included inappropriate understanding of cultural or linguistic differences as disability and lack of access to differentiated instructional opportunities in the general education environment. Broad review of updated data on policies, procedures, and practices in the CRP and IEP census data revealed the positive gains made by this work and revision as reported in both FFY08 and FFY09 APR submissions.

**Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (if applicable): NA**

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable): All OSEP statements have been addressed in the optional template format above.**

Statement from the Response Table	State's Response
Report on (1) the technical assistance sources from which the state received assistance and (2) the actions the state took as a result of that technical assistance	RI received technical assistance from the National Center on RTI and as a result implemented a year of secondary RTI training cohorts with 22 schools representing middle and high school. RI also received TA from the REL and the New England Comprehensive Center on topics related to ELLs. As a result, revised state policies, procedures and practices to include: Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits Implementation of new ELL Program Description tools to ensure appropriate educational programs and access to core curriculum for ELLs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable): **NA – no new revisions at this time**

## Part B State Annual Performance Report (APR) for FFY 2010

**Overview of the Annual Performance Report Development:** The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly

available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C.  
1416(a)(3)(B  
)

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Measurement :**

- a.** # of children for whom parental consent to evaluate was received.
- b.** # of children whose evaluations were completed within 60 days (or State-established time line).

Account for children included in **a.** but not included in **b.** Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent =  $\frac{b}{a}$  divided by (a) times 100.

FFY	Measurable and Rigorous Target
FFY 2010	100%

#### Actual Target Data for FFY 2010:

For FFY 2010 (School Year 2010 – 2011):

**98.23%** of children in Rhode Island with parental consent for initial evaluation were evaluated within the state established timeline. The measurable and rigorous target of 100% was not met for FFY 2010.

- a)** # Of children for whom parental consent to evaluate was received = **2937**
- b)** # Of children whose evaluations were completed within 60 days = **2885**

$$2885 / 2937 \times 100\% = \mathbf{98.23\%}$$

There were (2937 – 2885 = 52) 52 children whose evaluations were not completed within the 60 day timeline.

Describe the method used to collect data – if data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2010 – June 30, 2011).



The percent of children with parental consent to evaluate, who were evaluated within the 60 day timeline for FFY 2010 school year 2010-2011 was **98.23%** compliance; the state made significant progress but did not meet its target of 100% compliance for FFY 2010. For FFY 2010 the state increased the level of compliance by 10.07% from the previous FFY 2009 when the compliance rate was 88.16%. In accordance with guidance provided by the OSEP Memorandum 09-02, Rhode Island Department of Education accounted for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance and the root cause of the noncompliance, requiring the correction of local education agency noncompliance in the policies, procedures and practices that contributed to or resulted in the noncompliance and determining that the local education agency is correctly implementing the specific regulatory requirement of 34 CFR § 300.301, including completing initial evaluations within the state required timeline of 60 days, based upon Rhode Island Department of Education's review of all local education agencies whose students' initial evaluation was not in compliance with the 60 day timeline have been addressed and local education agencies have completed a self-assessment through review of their data, policies and procedures and have addressed the issues of noncompliance through their District Action Plan for the new school year. The proof that the local education agencies' issues have been addressed and the current system is working is demonstrated in the statewide compliance rate of 98.23% for FFY2010.

**Method used to collect this data for School Year 2010-2011 (July 1, 2010 – June 30, 2011):**

The Rhode Island Department of Education utilizes a web-based eRIDE Special Education Evaluation System to annually collect data for reporting purposes on Indicator 11. This system is inclusive of all applicable local education agencies. Data is not obtained by sampling. The eRIDE Special Education Evaluation System was modified to meet the simplified measurement of Indicator 11.

To ensure that the data is accurate, reliable and valid, the system has built in reports, tools and required documentation to assist the local education agencies with the reporting requirements. The system validates the data upon input into the system via data validation rules to ensure that the data is within system specifications. The system has built in maintenance reports, to ensure the data is cleaned, accurate and reliable. Rhode Island Department of Education provides local education agency personnel with technical assistance and professional development opportunities to ensure ease of use of the system and data reliability.

The system has verifying mechanisms that were developed to ensure that local education agencies are reporting all relevant students and not only those students whose initial evaluation data falls within the 100% compliance rate. The first method starts with the current Special Education Census System (state wide database). The current school year's Special Education Census is compared with the previous year's Special Education Census. Any student who only appears in the current year's Special Education Census (state wide database) and was not reported in the previous year's Special Education Census, is listed on Maintenance Report 42. Report 42 captures students who are Not in the June 2011 Special Education Census and **currently** in the Special Education Census **without** an Evaluation Record. This maintenance report appears on the two separate systems- the current eRIDE Special Education Census as well as on the eRIDE Special Education Evaluation System (Indicator 11). All students on Maintenance Report 42 must be accounted for on the eRIDE Special Education Evaluation System by their local education agency. Until the local education agency accounts for all students on Report 42, by recording the student appropriately on the Special Education Evaluation System, the student will continue to appear on Maintenance Report 42. The logic behind this report is simple, any student who appears only on the current Special Education Census, most likely had an initial evaluation recently and was determined eligible for special education services, but was not recorded.

Another feature of the Special Education Evaluation System is the quarterly reporting. The Special Education Evaluation System generates cumulative Local Education Agency Percentage Rate Report, the Randomly Selected Student Record Report and the Students Missing Data reports. The system automatically emails these reports to the appropriate personnel in each local education agency. Rhode Island Department of Education's Data Manager is automatically sent a cumulative summary of all of these reports for review. These automated features have improved efficiency and serve as a reminder for the local education agency to review their data reporting and they are required to submit the appropriate documentation to Rhode Island Department of Education. The following requirements for each local education agency are as follows:

- 1) Each local education agency must submit an annual **District Action Plan** to Rhode Island Department of Education. Each quarter the local education agency must review their District Action Plan. If the local education agency is not at 100% compliance, the local education agency must add or revise steps to the District Action Plan to explain what modifications or additional steps they will implement ensure 100% compliance.
- 2) The Special Education Evaluation System generates an Indicator 11 report for each local education agency with their cumulative percentage rate of compliance at the close of each quarter. This report is automatically emailed to each local education agency for review.

- 3) In turn, the local education agency is required to submit a **Quarterly Report** to Rhode Island Department of Education inclusive of their cumulative percentage rate at that point in time and status of their District Action Plan. If the local education agency has met 100% compliance, no revisions are required to their District Action Plan for that quarter. The local education agency simply records their percentage rate on the appropriate quarterly report and checks off a box that states "I have reached 100% compliance and will maintain my District Action Plan and will not add or revise any action steps this quarter". If a local education agency has not met 100% compliance revisions to the District Action Plan are required. The local education agency simply records their percentage rate of noncompliance on the appropriate quarterly report, checks off the box that states "I have NOT reached 100% compliance and will revise my District Action Plan as follows by adding or revising the following steps" in order to meet 100% compliance. A local education agency is required to revise or add steps to their District Action plan each quarter as to ensure the local education agency is focused on the present data in the system and has a plan toward the target of 100% compliance on Indicator 11 by the close of the year. This Quarterly Report is dated and submitted to Rhode Island Department of Education by the Special Education Administrator from each local education agency at the end of every quarter. The local education agencies who were 100% compliance in the previous school year receive their Quarterly Report via email each quarter, but they are exempted from the Quarterly Report submittal to Rhode Island Department of Education.
- 4) The Special Education Evaluation System generates and emails to each local education agency, a Student Record Verification report each quarter, which randomly selects students that were entered on the Special Education Evaluation System. The local education agency is required to submit a **Quarterly Student Record Verification Sheet** on the selected students to Rhode Island Department of Education, in order to verify the student information entered on the system. (Those local education agencies who were 100% compliant in the previous school year are exempt from this student record verification requirement.) The Student Record Verification Sheet submitted from the local education agency to Rhode Island Department of Education includes a summary of the student information for the selected students and the relevant supporting documentation. This verification method is utilized to ensure accuracy and reliability of the data on the system for the local education agencies. In addition, during Rhode Island Department of Education School Support System visits to the local education agencies, a number of student records are selected for review and verification. This verification of selected student records is another effort utilized to ensure a comprehensive and reliable data system.
- 5) The Special Education Evaluation System generates and emails to the local education agency each quarter the **Report of Students Missing Data**. This report serves two purposes. It is a reminder that there are students on the system who are still in the process and their evaluations have not been completed or the data was not yet recorded on the system. The report displays the number of days since the 'date of receipt of the parental consent' to the date the report was generated. Local education agencies can use this report to ensure they are staying within the 60 day timeline for each student.

The data is collected electronically via the eRIDE Special Education Evaluation System on July 30<sup>th</sup> to allow a month beyond the completion of the school year to ensure that all pertinent data is recorded. In a case where a child's evaluation information has not been completed and the child's data is still in process when the data is collected, their records are not closed out on the system, but carried forward until the evaluation process is completed and the completion date is entered into the Special Education Evaluation System. This useful function is built into the database itself. The data is reviewed by the Rhode Island Department of Education on a quarterly basis and reminders are sent to Special Education Administrators to address such scenarios. Special Education Administrators have access to their local education agency's timeline information on a daily basis via the eRIDE system. The eRIDE Special Education Evaluation System provides each local education agency with an Indicator 11 report which displays their percentage rate of compliance at any given time. This affords each local education agency to be apprised of their compliance rate at any time during the school year.

#### **Children Evaluated Within 60 Days (or State-established timeline):**

a. Number of children for whom parental consent to evaluate was received	<b>2937</b>
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	<b>2885</b>
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	<b>98%</b>

**Account for children included in (a) but not included in (b):**

In school year 2010-2011, there were (2937 – 2885 = 52) **52** children whose evaluations were not completed within the 60 day timeline. These 52 children were included in **a**) Number of Children for whom parental consent to evaluate was received but not included in **b**) Number of children whose evaluations were completed within 60 days. There were 52 children who did not receive a timely initial evaluation.

**Indicate the range of days beyond the timeline and provide reasons for the delays:**

The number of days exceeding the 60 day timeline was between 1 day and 57 days over the 60 day timeline. The system requires local education agencies to provide an explanation for any child who's 'Date Last Assessment/Evaluation Was Completed' exceeds the 60 calendar day timeline. Explanations from the local education agencies were as follows: shortage of staff, outside evaluation was not completed in time, staff scheduling issues and snowstorm.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:**

**Rhode Island has made progress on this indicator for FFY 2010.**

The percent of children with parental consent to evaluate, who were evaluated within the 60 day timeline for FFY 2010 school year 2010-2011 was **98.23%** compliance. The state did not meet its target of 100% compliance for FFY 2010, but made significant progress from the previous year FFY 2009 in which Rhode Island's compliance rate for Indicator 11 was 88.16%. For FFY 2010 the state increased the level of compliance by 10.07% from FFY 2009. This increase in overall percentage can be attributed to the wide array of ongoing and rigorous improvement activities detailed in the grid below.

Improvement Activities	Timelines	Personnel	Progress or Slippage
a) Rhode Island Department of Education will continue to refine, simplify and clarify the Special Education Evaluation System.	Ongoing	Rhode Island Department of Education personnel	Progress - Staff monitors the system and meets as needed to refine the system. Developed and currently used by the local education agency. The system was enhanced to automatically email the appropriate local education agency personnel with the quarterly reports.
b) Rhode Island Department of Education will provide professional development and technical assistance to the local education agencies to ensure the accuracy, reliability and validity of the data collection process.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress – Professional Development sessions were held for Special Education Administrators and pertinent personnel from the local education agencies.
c) Engage the local education agencies in further discussions on developing more relevant materials and templates that will assist them in reaching the target of 100%.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress- Inquiries via phone, email and during Professional Development sessions
d) Provide relevant materials, tools,		Rhode Island Department	Progress – Developed and

reports and webinar for the local education agencies and incorporate these resources on the system so as to be readily available any time.	Annual/Ongoing	of Education personnel	currently in use by the local education agency. Update as needed
b) Review process and protocol manual and frequently asked questions for effectiveness and efficiency for the use of all documentation related to Indicator 11.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress – Developed and currently in use by the local education agency. Update as needed
b) Establish and enhance verification processes to ensure complete compliance for every local education agency.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress- Developed and currently in use by the local education agency.
c) The Rhode Island Department of Education, Office of Student, Community & Academic Supports and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative/ quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the local education agencies' federal funding application which in RI, is referred to as the Consolidated Resource Plan as well as a review of the local education agencies' SPP/APR data.	Annual/Ongoing	Rhode Island Department of Education personnel	Progress-Systems in place and continuously monitored
b) Rhode Island Department of Education consulted with OSEP staff in order to accurately report but streamline the system.	As needed for technical assistance and clarification.	Rhode Island Department of Education personnel	Progress – System simplified, streamlined and compliance rate increased substantially.
b) Annually, each local education agency will submit a District Action Plan. This District Action Plan will be utilized to implement and address policies, procedures and practices to ensure each local education agency is working towards 100% compliance.	Annually.	Local Education Agency personnel & Rhode Island Department of Education personnel	Progress – 98.23% compliance rate.
0) Quarterly Reporting generated by eRIDE system and sent to by email to each local education agency for review and appropriate action.	Each Quarter	Local Education Agency personnel & Rhode Island Department of Education personnel	Progress – an increase in the number of local education agencies at 100% Compliance.
1) Review and verify all student records whose initial evaluation was not	Annually, after the database has been closed for end of school	Rhode Island Department of Education personnel & Local Education personnel	Progress. The number of students whose evaluations were not completed within the 60 day timeline has greatly

completed within 60 days to ensure that the initial evaluations although late, are completed.	year.		decreased. And, although late, all initial evaluations are completed.
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**Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance):**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 88.16%

19. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	<b>28</b>
20. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>28</b>
21. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

22. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	<b>0</b>
23. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>0</b>
24. Number of FFY 2009 findings <u>not</u> verified as corrected [(4) minus (5)]	<b>0</b>

\*

**Actions Taken if Noncompliance Not Corrected:** There is no remaining noncompliance.

**Verification of Correction of FFY 2009 noncompliance (either timely or subsequent):**

*For States that Reported Less than 100% Compliance for FFY 2009 for Indicator:*

There is no remaining noncompliance from previous APR reporting periods. All noncompliance has been corrected within the required timeline. The State has verified that the local education agencies are correctly implementing the regulatory requirements of 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data subsequently collected through the eRIDE Special Education Evaluation data system and has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the local education agencies, consistent with OSEP Memorandum 09-02.

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:**

The State followed the guidance in OSEP's 09-02 Memorandum by accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance and the root cause of the noncompliance by requiring the correction of local education agencies noncompliance in the policies, procedures and practices that contributed to or resulted in the noncompliance. The State ensured that the local education agency is correctly implementing the specific regulatory requirements of 34 CFR §300.301(c)(1) including completing initial evaluations within the required timelines of 60 days, based upon the State's review of representative data collected from either on-site monitoring or subsequent local education agencies' data submissions. Rhode Island Department of Education ensured that the initial evaluations, although late, were completed for the students in question. Randomly selected number of student files were reviewed to ensure correction at the individual student level.

**Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

1. Number of remaining FFY 2008 findings noted in OSEP's June 2011 FFY 2009 APR response table for this indicator	0
2. Number of remaining FFY 2008 findings the State has verified as corrected	0
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

**Verification of Correction of Remaining FFY 2008 findings: NA**

*For States with Findings of Noncompliance identified in FFY 2008 that were not reported as corrected in the FFY 2009 APR, as specified in OSEP's June 1, 2011 FFY 2009 SPP/APR Response table, the State must, when reporting the correction of noncompliance, report in its FFY 2010 APR, that it has verified that each LEA with remaining noncompliance: (1) is correctly implementing 34 CFR §300.301(c)(1), (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.*

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008: NA****Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (if applicable): NA**

*Provide information for FFY 2007 or earlier, as applicable, regarding correction using the same table format provided above.*

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
The State must demonstrate, in the FFY 2010 APR, due February 1, 2012 that the State is in compliance with the timely initial evaluation requirement in 34 CFR § 300.301 ( c ) (1). Because the state reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the state reported for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2010 APR, that it has verified that each LEA with noncompliance reflected in the FFY 2009 data the	The State has verified that each local education agency with instances of noncompliance has been corrected within the required timelines. RIDE verified that the local education agencies are implementing the specific regulatory requirements of 34 CFR § 300.301 ( c ) (1). RIDE followed guidance provided in OSEP's 09-02 Memorandum, accounting for all instances of noncompliance, identifying where the noncompliance occurred and the root cause of the noncompliance by requiring the local education agency who were in noncompliance address and correct the noncompliance in the

<p>State reported for this indicator:</p> <p>(1) Is correctly implementing 34 CFR § 300.301 ( c ) (1) (i.e. achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system: and</p> <p>(2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify this correction.</p> <p>If the State does not report 100% compliance in the FFY2010 APR, the State must review its improvement activities and revise them, if necessary.</p>	<p>policies, procedures, practices that contributed to or resulted in the noncompliance. The State ensured that each local education agency is correctly implementing the specific regulatory requirements of 34 CFR § 300.301 ( c ) (1), including completing initial evaluations within the State required timeline of 60 days. This was based upon RIDEs review of representative data collected from subsequent data submission.</p> <p>The State's compliance for FFY2010 was 98%. The State will continue to refine improvement activities as necessary.</p>
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):** NA No Revisions.

## **Part B State Annual Performance Report (APR) for FFY 2010**

## **Part B State Annual Performance Report (APR) for FFY 2010**

### **Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- # of children who have been served in Part C and referred to Part for Part B eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

FFY	Measurable and Rigorous Target
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<b>2004</b> (2004-2005)	<b>Target set by the Secretary at 100%</b>  <i>In 2004, 635 children were referred from Part C. A process by which actual names were then matched with RIDE census reports indicated that 564 of those children were eligible for Part B. However, date of initial IEP was not data that the state collected at that time and thus it is not possible to calculate the percent of children referred by Part C and found eligible for Part B who had IEPs developed and implemented by their third birthday.</i>
<b>2005</b> (2005-2006) Progress Data	<b>Target set by the Secretary at 100%</b>  <i>998 children were referred to Part B from Part C</i> <i>405 children were found NOT eligible</i> <i>328 children had an IEP developed and implemented by their third birthday</i> <i>50 children had delays due to parental failure to provide consent</i> <i>[328/998-405-50]100 = 60</i>  <b>60% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday. Delay factors were reported for some, but not all, children and are as follows:</b> <i>24 children were delayed due to late referral from Early Intervention</i> <i>6 children were delayed due to child illness</i> <i>72 children were delayed due to their birthday occurring during a period of school closing</i> <i>17 children were delayed due to outside evaluations extending beyond the third birthday</i> <i>22 children were delayed due to other factors not specified</i> <b>Data collection during this year did not include range of delays.</b>
<b>2006</b> (2006-2007) Progress Data	<b>Target set by the Secretary at 100%</b>  <i>945 children were referred to Part B from Part C</i> <i>330 children were found NOT eligible</i> <i>430 children had an IEP developed and implemented by their third birthday</i> <i>60 children had delays due to parental failure to provide consent</i>  <i>[430/945-330-60]100 = 77</i>



	<p>77% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</p> <p>Range of delays is indicated below:</p> <table><tr><td>Range of Delays</td><td>&gt;10 days</td><td>10-20 days</td><td>21-30 days</td><td>31-40 days</td><td>41-60 days</td><td>61 days or more</td></tr><tr><td></td><td>61</td><td>38</td><td>16</td><td>10</td><td>21</td><td>16</td></tr></table>	Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more		61	38	16	10	21	16
Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more									
	61	38	16	10	21	16									
<p>2007 (2007-2008) Progress Data</p>	<p>Target set by the Secretary at 100%</p> <p>953 children were referred to Part B from Part C</p> <p>395 children were found NOT eligible</p> <p>456 children had an IEP developed and implemented by their third birthday</p> <p>8 children had delays due to parental failure to provide consent</p> <p><math>[456/(953-395-8)100=83</math></p> <p>83% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</p> <p>Range of delays is indicated below:</p> <table><tr><td>Range of Delays</td><td>&gt;10 days</td><td>10-20 days</td><td>21-30 days</td><td>31-40 days</td><td>41-60 days</td><td>61 days or more</td></tr><tr><td></td><td>73</td><td>53</td><td>26</td><td>11</td><td>13</td><td>17</td></tr></table>	Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more		73	53	26	11	13	17
Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more									
	73	53	26	11	13	17									
<p>2008 (2008-2009) Progress Data</p>	<p>Target set by the Secretary at 100%</p> <p>Target set by the Secretary at 100%</p> <p>1012 children were referred to Part B from Part C</p> <p>336 children were found NOT eligible</p> <p>548 children had an IEP developed and implemented by their third birthday</p> <p>46 children had delays due to parental failure to provide consent</p> <p><math>[456/(953-395-8)100=83</math></p> <p>87% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</p> <p>Range of delays is indicated below:</p> <table><tr><td>Range of Delays</td><td>&gt;10 days</td><td>10-20 days</td><td>21-30 days</td><td>31-40 days</td><td>41-60 days</td><td>61 days or more</td></tr><tr><td></td><td>89</td><td>64</td><td>11</td><td>9</td><td>15</td><td>9</td></tr></table>	Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more		89	64	11	9	15	9
Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more									
	89	64	11	9	15	9									
<p>2009</p>	<p>Target set by the Secretary at 100%</p> <p>Target set by the Secretary at 100%</p>														

(2009-2010)  
Progress Data

1090 children were referred to Part B from Part C

415 children were found NOT eligible

576 children had an IEP developed and implemented by their third birthday

62 children had delays due to parental failure to provide consent

17 children who were referred to Part C less than 90 days before their third birthdays

$576 / (1090 - 415 - 62 - 17) 100 = 97$

**97% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.**

**Range of delays is indicated below:**

Delay Factors	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more
Delayed Referral from Part C (less than 90 days before 3 <sup>rd</sup> birthday)	6	5	3	3	1	2
Children referred to Part C less than 90 days before their 3 <sup>rd</sup> birthday	5	2	5	2	3	0
Parent Refusal to Provide Consent	24	16	6	3	4	9

FFY 2010	100%
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**Actual Target Data for FFY 2010:**

96%
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**Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2010 – June 30, 2011).**

The Department of Education uses the LEA's application for their federal funds, the Consolidated Resource Plan (CRP), to collect data for this indicator. In 2007, an electronic CRP was developed and implemented. It was specifically designed to ensure that complete information regarding the number of children whose transition from Part C to Part B was delayed and the reason for those delays is collected. For example, the system gives an error message when the number of children found eligible for Part B does not equal the number of children who had an IEP in place by their third birthday plus the number of children who were delayed. LEAs also receive an error message if they enter numbers under the delay category "Other", but do not provide an explanation in the corresponding text box. Additionally, the CRP requires the LEA to describe their data collection practices. In 2009, the CRP was modified to more accurately align and report data regarding delay factors and corresponding length of delay. For example, data reported reflects the specific delay factor e.g. delayed referral from Part C with the exact range of delays associated with that factor. This has allowed both for greater specificity in reporting and more detailed analysis of delay factors.

A review of LEA responses indicates that all LEAs are utilizing a centralized tracking system and are recording information in an ongoing, systematic manner. To determine reliability of the data and to understand more fully the reasons for the delays, this CRP data has been compared to data from the Department of Human Services (DHS), the lead agency for Part C.

For the past five years, the state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services to issue a unique student identifier (SASID) to all children enrolled in Early Intervention.

Although an interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services was being reviewed and revised to enable Part C to assign children a unique identifier that will be used by both Part C and Part B, the current plan is to develop a comprehensive statewide system that will allow for data sharing across multiple levels including early childhood special education and early intervention. The data sharing plan will allow the Department of Education to unequivocally determine whether children who were referred from Early Intervention and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday. The current eRIDE data system collects information on when children's services begin. With data sharing of children, the state will be able to compare the information provided by Part C, the date of birth, and the initial date of the child's IEP. Additional revisions to the eRIDE system will allow the state to require identification of delay factors. The state sees this as the most reliable method of collecting the data required for this indicator. This work was initially delayed due to fiscal constraints, as well as, workforce capacity issues at the Department of Human Services (DHS). The fiscal constraints were related to the cost of building a new field for the SASID within the Part C data collection system. The Department of Education's collaboration within the Early Learning Council, along with our successful application for the Race to the Top: Early Learning Challenge funds will ensure the development of a comprehensive, collaborative early learning data system allowing for more accurate tracking of children transitioning into Part B programming as well as integration of other data sources.

#### Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	1181
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	440
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	669
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	35
e. # of children who were referred to Part C less than 90 days before their third birthdays.	6
# in a but not in b, c, d, or e.	31
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays  Percent = $[(c) / (a-b-d-e)] * 100$	96%

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "IZero Divide"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "IZero Divide"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

Delay factors for category d and e & Range of delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	<60 days

d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	18	8	2	3	2	2
e. # of children who were referred to Part C less than 90 days before their third birthdays.	3		2		1	

**Account for Children Included in a, but not in b, c, d, or e:**

The **31** children in a but not in b, c, d or e were delayed due to the following reasons

**(Indicate the range of days beyond the third birthday and the reasons for the delays)**

Delay factor/Range of delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	<60 days
Delayed Referral from Part C (less than 90 days before third birthday)	17	5	2		1	
Delay in availability of services	2	2		1		
Delay due to language barrier			1			

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:**

The proposed target for 2010-2011 was set at 100% of children referred from Part C and found eligible for Part B having an IEP developed and implemented by their third birthday. RIDEs compliance has remained relatively equivalent with only slight slippage from 97% compliance last year to 96% compliance this year. The slight decrease, although statistically insignificant, may be attributed to a deeper analysis of available data, including an investigation of the students referred late to Part B. In this year's calculation, *the individual students* were identified and compared to the data available from Part C. This allowed for a more reliable sorting of children that were referred late to Part B due to late referral to Part C as opposed to those that that were referred late for other reasons. A total of 25 students were identified as referred late to Part B without late referral to C. With the assistance of Part C staff from the Department of Human Services, the individual reasons for the late referrals will be determined and plans will be put in place to rectify the concerns.

As Rhode Island was successful in winning the Race to the Top: Early Learning Challenge, we will now be able to begin the development of our comprehensive, collaborative early learning data system. These improvements in data collection will allow for more accurate tracking of children transitioning into Part B.

Continued effort will however be required to achieve 100% compliance. Last year, Rhode Island implemented an aggressive plan and improvement activities to improve the transition system. In addition, to the modifications of the CRP allowing greater specificity in reporting previously discussed, the CRP also requires the LEA to develop improvement plans based on their transition data. These plans are reviewed annually and compared with improvement plans from previous years to determine their effectiveness.

During FFY 2011, LEAs were also contacted individually to reiterate the importance of compliance with the indicator and to review their individual levels of compliance. This year twenty four (24) LEAs were congratulated for meeting the target of 100% compliance. The remaining eight (8) LEAs were required to develop a corrective action plan addressing the quality of data collection and prevention of delayed transitions. These eight (8) LEAs were required to submit plans specifying goals, improvement activities, date of implementation and monitoring strategies. They received SEA assistance in monitoring their data collection and tracking plans and well as guidance in coordination with Early Intervention. All six (6) of the LEAs identified with compliance issues in 2009 are in compliance this year.

As outlined in the SPP for FFY 2009, the Transition subcommittee of Part C and Part B service providers and parents continued to meet to review the transition process and guidelines in order to identify and address issues/barriers creating

delays associated with transition. As a large majority of the districts that did not meet compliance demonstrated concerns that stem from late referrals to Part B and with the additional data now available, the Transition subcommittee has been able to target more specifically the barriers to timely referrals and assist in designing plans to decrease this frequency.

The impact of the increased data investigation along with the benefits from the Transition subcommittee has allowed the state to provide more specific and targeted assistance to these LEAs. The Transition subcommittee resulted not only in increasing collaboration, but also provided clarification of policy and procedures to improve the transition system. In addition, as we move towards a more comprehensive and collaborative early learning data system, we expect to continue to demonstrate and increased number of districts meeting compliance with the transition indicator.

**Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2009 APR):**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 97%

25. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	6
26. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	6
27. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

**Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

28. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
29. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
30. Number of FFY 2009 findings <u>not</u> verified as corrected [(4) minus (5)]	0

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

**Actions Taken if Noncompliance Not Corrected:**

*For FFY 2009 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a LEA that continues to show noncompliance.*

**Verification of Correction (either timely or subsequent):**

*For States that Reported Less than 100% Compliance for FFY 2009 for Indicator 12:*

*As specified in OSEP's June 1, 2011 FFY 2009 SPP/APR Response Table, the State must, when reporting the correction of noncompliance, report in its FFY 2010 APR, that it has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.*

RIDE has verified that each of the six (6) LEAs identified as out of compliance has made timely corrections. Each of the (6) LEAs were contacted individually and in writing by the Department of Education. The LEAs were required to conduct an analysis of barriers to compliance and to develop a corrective action plan addressing quality of data collection and prevention of delayed transitions. LEAs were required to submit these plans specifying goals, improvement activities, date of implementation and monitoring strategies. The Department of Education offered technical assistance to support districts in identifying barriers to 100% compliance, making necessary changes in protocol, making use of the recommended tracking form and coordinating with early intervention programs. These corrective action plans were reviewed and approved by the Department of Education ensuring that each LEA was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance). As reported there were 20 children who were found eligible for Part B who did not have an IEP developed and implemented by their third birthday due to delay factors not allowed by OSEP. The state has verified through the updated data provided in the CRP process that each of the LEAs have developed and implemented the IEP, although late, for each of the children for whom implementation of the IEP was not timely.

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:**

Each of the six (6) LEAs identified as out of compliance were contacted individually and in writing by the Department of Education. The LEAs were required to conduct an analysis of barriers to compliance and develop a corrective action plan addressing quality of data collection and prevention of delayed transition. LEAs were required to submit these plans specifying goals, improvement activities, date of implementation and monitoring strategies. The Department of Education offered technical assistance to support districts in identifying barriers to 100% compliance, making necessary changes in protocol, making use of the recommended tracking form and coordinating with early intervention programs. These plans were reviewed and approved by the Department of Education to ensure that each LEA was correctly implementing 34 CFR §300.124(b). As reported there were 20 children who were found eligible for Part B who did not have an IEP developed and implemented by their third birthday due to delay factors not allowed by OSEP. The state has verified though the updated data provided in the CRP process that each of the LEAs have developed and implemented the IEP, although late, for each of the children for whom implementation of the IEP was not timely. All LEAs made timely corrections.

**Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable)**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

4. Number of remaining FFY 2008 findings noted in OSEP's June 2010 FFY 2009 APR response table for this indicator	0
5. Number of remaining FFY 2008 findings the State has verified as corrected	0
6. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

*\*PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

*\*MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

**Verification of Correction of Remaining FFY 2008 findings:**

*For States with Findings of Noncompliance Identified in FFY 2008 that were not reported as corrected in the FFY 2009 APR, as specified in OSEP's June 1, 2011 FFY 2009 SPP/APR Response table, the State must, when reporting the*

*correction of noncompliance, report in its FFY 2010 APR, that it has verified that each LEA with remaining noncompliance: (1) is correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.*

**Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:**

**Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (if applicable)**

*Provide information regarding correction using the same format table provided above.*

**Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
<p>The state must report on the status of correction of noncompliance reflected in the FFY 2009 data the State reported for this indicator. When reporting on the correction of noncompliance, the state must report, in its FFY 2010 APR, that it has verified that each LEA with noncompliance reflected in the data the state reported for this indicator: (1) is correctly implementing 34 CFR 300.124(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through onsite monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the state must describe the specific actions that were taken to verify the corrections.</p>	<p>Rhode Island reported on the status of correction of noncompliance reflected in the FFY 2009 data. Each of the six (6) LEAs identified as out of compliance were contacted individually and in writing by the Department of Education. All LEAs were required to conduct an analysis of barriers to compliance and develop a corrective action plan addressing quality of data collection and prevention of delayed transition. LEAs were required to submit these plans specifying goals, improvement activities, date of implementation and monitoring strategies. The LEAs received assistance in development of data collection and tracking plans and well as guidance in coordination with Early Intervention. These plans were reviewed and approved by the Department of Education to ensure that each LEA was correctly implementing 34 CFR §300.124(b). As reported there were 20 children who were found eligible for Part B who did not have an IEP developed and implemented by their third birthday due to delay factors not allowed by OSEP. The state has verified though the updated data provided in the CRP process that each of the LEAs have developed and implemented the IEP, although late, for each of the children for whom implementation of the IEP was not timely</p>
<p>If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.</p>	<p>RI reported 96% compliance with the early childhood transition indicator. As RI did not report 100% compliance, we will continue our efforts to investigate the available data more fully. The transition subcommittee will be able to access this data to assist the SEA in providing more specific and targeted assistance to these LEAs. We are also now able to begin to design the more comprehensive collaborative early learning data system. We expect</p>

	to demonstrate an increased number of districts meeting compliance with the transition indicator in the FFY 2011 APR.
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):**

## **Part B State Annual Performance Report (APR) for 2010**

### **Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) and Annual Performance Report (APR) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### **Monitoring Priority: Effective General Supervision Part B / Effective Transition**

#### **Overview of Indicator 13 development:**

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. Currently, Rhode Island examines student records through this process and completion of the transition page of the Rhode Island Individual Education Plan (IEP) is part of the record review. Reviewers will look at a sample of student records on a monitoring visit and will record the completion of IDEA and state required information. If required information is missing, the district will be notified of noncompliance and improvement plans/corrective actions will be undertaken. Prior to IDEA 2004, Rhode Island required that the transition goals on the IEP be student driven (based on student's preferences and interest) and were linked to annual goals and objectives (where appropriate). Rhode Island did not centralize the collection of this specific data but would use the results in reporting to the district for compliance and improvement.



Rhode Island has chosen not to utilize the School Support System to obtain data for indicator 13. There are simply not enough records reviewed annually in this small state to draw reasonable conclusions about all districts compliance on this indicator. However, RIDE has decided to utilize the special education census as a means to monitor compliance with this indicator for all students using a census approach. As the data is collected by each district form every IEP form and entered into the RIDE census data system, RIDE has been able to target LEA's with poor compliance for this indicator and provide targeted intervention. Training and technical assistance has continued. Additional maintenance reports added to the special education census system are available to assist LEA's in assuring compliance with all measures for the indicator.

. (The Rhode Island state IEP form and instructions may be viewed at:

<http://www.ritap.org/iep/publications/publication.html>)

#### **Rhode Island IEP Page Item Information reported**

<b>Rhode Island IEP Page</b>	<b>Item</b>	<b>Information reported</b>
1	Date of Birth = 16 plus	"Percent of youth age 16 and older with an IEP..." (Ind. 13)
2	Student at IEP meeting - Yes/no	Student participation in transition planning (not specific in indicator 13 but illustrates student involvement including consideration of preferences and interest)
3	Assessment Tools - one or more assessment tool listed on IEP Yes/no	Based on age appropriate transition assessment (not specific in indicator 13 but a compliance item in IDEA)
4	Measurable Post-school goals - List one or more Yes/no	"...coordinated, measurable, annual IEP goals..." (Ind. 13)
5	Transition services - List one or more Yes/no	"...and transition services..." (Ind. 13)
6	Assurance of Transition Services - Assurance checked off with response Yes/no	"... reasonable enable he student to meet the postsecondary goals." (Ind. 13) Student agrees/disagrees
7 (warning year in 2010 census)	Program of Study List Program of Study Yes/no	"...including course of study" (Ind. 13)

The transition to the IEP form which includes all required data is now complete.

Through the RIDE School Support System focused monitoring process (compliance monitoring), RIDE has always monitored LEAs for compliance with the secondary transition requirements of IDEA. This has been completed through record review, student and parent interview and on-site monitoring. LEAs with issues of noncompliance for the transition requirements are notified in the School Support report and are provided a deadline for compliance. RIDE schedules a follow-up verification review to ensure compliance with noncompliant items based on the nature of the issue, but no more than one year from the release of the report. For measures not included in the special education census for Indicator 13 such as the actual invitation of the student to the IEP meeting (form or letter) and parent/student consent for the representative of a participating agency to attend the IEP meeting (consent form); these will continue to be monitored through the School Support System focused monitoring process.

Rhode Island continues to improve capacity to collect Indicator 13 data through the state special education census. The Regional Transition (Technical Assistance) Centers continue to assist the state in the collection of qualitative evidence on the LEAs results on I-13 in coordination with the state's School Support System. The purpose of the on site evaluation of I-13 evidence is twofold; (a) to verify the data as reported in the special education census related to I-13, (b) identify possible technical assistance needs with the LEA. A rubric was developed based on the NSTTAC I-13 checklist and was piloted in the spring of 2010 and full implementation began in September 2010, revised in summer 2011, and full implementation began in September 2011.

**Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

**Actual Target Data for FFY 2010:**

FFY	Measurable and Rigorous Target
FFY 2010	100%

Rhode Island has a 98.4% compliance rate, slightly improved over the 98.21% compliance baseline established in FFY 2009. For FFY 2009, there were 181 instances in which one or more of the transition requirements were not in compliance. In accordance with OSEP 09-02 Memo, Rhode Island has verified that in each instance, an updated and corrected IEP was submitted to RIDE indicating compliance or that student was no longer within the jurisdiction of the local education agency, Consistent with OSEP Memorandum 09-02. and based on review of updated data, districts are correctly implementing the regulatory requirements of 34 CFR 300.320 (b) and 300.321 (b) achieving 100% compliance.

For 2010, 81 records were non-compliant in one or more transition requirements. All records have been brought into compliance. Similarly, before the February 2012 submission, all 81 records were verified by RIDE. Each affected district submitted an updated and corrected, compliant IEP for each initially non-compliant IEP. Based on subsequent collection and review for 2010 every district is correctly implementing the regulatory requirements of 34 CFR 300.320 (b) and 300.321 (b), achieving 100% compliance.

As in the past, RIDE will notify the LEAs with non-compliant IEPs and request evidence that subsequent verification of compliance is achieved. The process will involve notification of the LEA special education director of the transition requirements in 34 CFR 300.320(b) with a required timeline to correct the individual issues of noncompliant IEPs. RIDE will be able to ensure compliance by the records produced by the district and subsequent confirmation through the special education census. If an LEA fails to comply RIDE will perform an on-site review of the questionable records and interview teachers, students and parents in necessary. LEAs have cooperated by providing copies of the relevant data from the most recent

IEP. To date, 81 of 81 initially non-compliant student records for FFY 2010 are now in compliance.

*Provide actual target data.*

**Districts with**

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2010 (2010-2011)	5064	4983	98.40%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2010:**

Under the current business rules applied to data input, all IEP transition page items must be filled in with a response of "Y" (Yes) or "N" (No). Initially there were 81 student records, from 21 LEAs, with the answer "N" to one or more of the items. The non-compliant IEPs were distributed as follows:

Number of non-compliant IEPs	Number of Districts
11	1
10	2
8	1
6	1
4	3
3	3
2	5
1	5
0	21

The mean number of non-compliant IEPs is 3.86; the median number of non-compliant IEPs is 3; the mode is 0. In 50% of the districts, all IEPs were compliant. The largest school district had 686 compliant and 11 non-compliant IEPs, a compliance rate of 98.40%. Compliance has improved, both in the number of districts in which every IEP is compliant on all portions of the indicator and in the total number of IEPs for which all requirements of the indicator are compliant. Direct technical assistance to LEAs with non-compliant IEPs has positively affected the compliance rate.

**Correction of FFY 2009 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 98.21%

31. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	27
32. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	27
33. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

**Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

34. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
35. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
36. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Actions Taken if Noncompliance Not Corrected:NA**

Not applicable. All FFY 2009 findings have been corrected and verified.

**Verification of Correction (either timely or subsequent):**

All non-compliant findings for FFY 2009 have been corrected and verified. The LEA submitted a copy of latest IEP to verify compliance, unless, consistent with OSEP Memorandum 09-02, the student was no longer within the jurisdiction of the LEA.

**Most States previously reported on the correction of FFY 2008 findings related to this indicator in Indicator 15. States should report on the correction of any remaining FFY 2008 findings of noncompliance in Indicator 15, but not in this indicator, unless the State was specifically directed, in its June 2011 OSEP FFY 2009 response table, to report on the correction of FFY 2008 findings in this indicator. NA**

**States must provide data on the correction of remaining findings of noncompliance that were identified in FFY 2007 or earlier, if applicable. NA**

**Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):**

*For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

7. Number of remaining FFY 2007 findings noted in OSEP's June 2011 FFY 2009 APR response table for this indicator	0
8. Number of remaining FFY 2007 findings the State has verified as corrected	0
9. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	0

**Verification of Correction of Remaining FFY 2007 findings: NA**

*Not Applicable. All FFY 2007 findings reported as corrected in the FFY 2009 APR.*

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007: NA**

*Not Applicable. All FFY 2007 findings reported as corrected in the FFY 2009 APR*

**Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable): NA**  
*Not Applicable; no findings remain from earlier years.*

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
<p>Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator.</p>	<p>As noted under Correction of FFY 2009 Findings of Noncompliance, the State all findings of noncompliance for FFY 2009 have been corrected.</p>
<p>When reporting on the correction of noncompliance, the State must report, in its FFY 2010 APR, that it has verified that each LEA with noncompliance reflected in the FFY 2009 data the State reported for this indicator:</p> <p>(1) is correctly implementing 34 CFR 300.320(b) and 300.321(b) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system;</p>	<p>At the present time, one LEA does not have 100% compliance because of two non-compliant findings. This district was fully compliant in FFY 2009. The current fully compliant status of the LEAs which were noncompliant in FFY 2009 is evidence that the LEAs are correctly implementing 34 CFR 300.320(b) and 300.321(b).</p>
<p>And (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.</p>	<p>Each individual case of non-compliance has been corrected. The State has reviewed the latest IEP for each instance of non-compliance to verify the correction.</p>
<p>If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.</p>	<p>For FFY 2010, the State initially achieved 98.40% compliance and sent out letters requesting information about each noncompliant instance. At the present time three instances of non-compliance remain; the State is working with the LEA to resolve the noncompliance. The State has ascertained that there is no systemic failure to comply. As each IEP comes up for annual review, the LEAs have worked to assure compliance. The new compliance report in the State data system helps the LEAs to monitor compliance.</p> <p>The state will continue to implement its planned improvement activities.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
Continue improvement of the data collected through the special education census through the training of special education directors, school personnel and data managers.	Ongoing	RIDE, LEA data managers, Special Education Directors.
Improve direct technical assistance to LEAs with I-13 compliance issues identified through the School Support process and completing of the I-13 Rubric.	Ongoing. State-wide training via in-person presentations, November 2011. Second session of state-wide training scheduled for 2012.	RIDE, Regional Transition Centers.
Ensure compliance and subsequent verification of noncompliance with LEAs and for individual students.	Ongoing	RIDE
Implementation of maintenance report identifying non-compliant IEPS, for the use of data managers.	Completed, summer 2011	RIDE

**Part B State Annual Performance Report (APR) for 2010**

**Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Effective General Supervision Part B / Effective Transition

**Indicator 14:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

#### Rhode Island Results for FFY 2010

There were 1100 total respondents to the Rhode Island survey of 1579 leavers for a 69.7% response rate.

1 = 315 respondent leavers were enrolled in "higher education".

2 = 266 respondent leavers were engaged in "competitive employment" (and not counted in 1 above).

3 = 68 of respondent leavers were enrolled in "some other postsecondary education or training" (and not counted in 1 or 2 above).

4 = 37 of respondent leavers were engaged in "some other employment" (and not counted in 1, 2, or 3 above).

#### Thus,

A = 315 (#1) divided by 1100 (total respondents) = 28.6%

B = 315 (#1) + 266 (#2) divided by 1100 (total respondents) = 52.8%

C = 315 (#1) + 266 (#2) + 68 (#3) + 37 (#4) divided by 1100 (total respondents) = 62.4%

#### *Collecting the Data on Student Outcomes*

The RIDE Office of Student, Community and Academic Support Secondary Transition Coordinator has participated in the National Post-School Outcome Center (NPSO) conference calls and national meetings in formulating a state plan


for development and implementation of this indicator. A plan was submitted and approved by the State Director for Special Education in March 2006 and implementation is ongoing. The following is a summary of key features in the Rhode Island Outcome Data System plan.

- Rhode Island is using a census approach for conducting the data collection.
- All students have a common student identifier administered by RIDE. This identifier is used to target the survey population of school exiters including graduates, students who age out (21 years old), and those that dropout. Each district is provided with a report of the exiters they reported in the previous school year. Each exiter's identifier is linked to the survey for district personnel to complete.
- Rhode Island used the NPSO survey protocol for collecting data (Tier 1: minimum questions).

FFY	Measurable and Rigorous Target
2010	<b>A = 34%</b> enrolled in higher education <b>B = 68%</b> enrolled in higher education or competitively employed  <b>C = 79%</b> enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

#### Actual Target Data for 2010:

Table 1

NPSO Response Calculator		Representation									
		Over all	LD	ED	ID	AO	Female	Minority	ELL	Drop out	
<b>Target Leaver Totals</b>		1579	781	253	75	470	545	511	9	269	
<b>Response Totals</b>		1100	552	170	57	321	387	337	6	152	
<b>Target Leaver Representation</b>		49.46 %	16.02 %	4.75 %	29.7 7%	34.52%	32.36%	0.57 %	17.04%		
<b>Respondent Representation</b>		50.18 %	15.45 %	5.18 %	29.1 8%	35.18%	30.64%	0.55 %	13.82%		
<b>Difference</b>		0.72 %	0.57 %	0.43 %	0.58 %	0.67%	-1.73%	0.02 %	-3.22%		

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at <http://www.psocenter.org/collecting.html>.



### Response Rate and Representativeness

The adjusted respondent pool (subtracting the students who returned after dropping out or deceased, n=11) for the survey of the 2009-10 leavers was 1579. Of this number 1100 former students responded to the survey for a response rate of 69.7% ( $1100/1579 = 70\%$ ). The table below summarizes the respondent rates.

Table 2 Response Rate Calculation

Number of leavers in the state	1590
- subtract the number of youth ineligible (those who had returned to school or were deceased)	-11
Number of youth contacted	1579
Number of completed surveys	1100
Response rate: $(1100/1579)*100$	69.7%

RIDE used the NPSO Response Calculator (see Table 1) to calculate representativeness of the respondent group based on the characteristics of disability type, ethnicity, gender, and dropout in order to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited school in 2009-10.

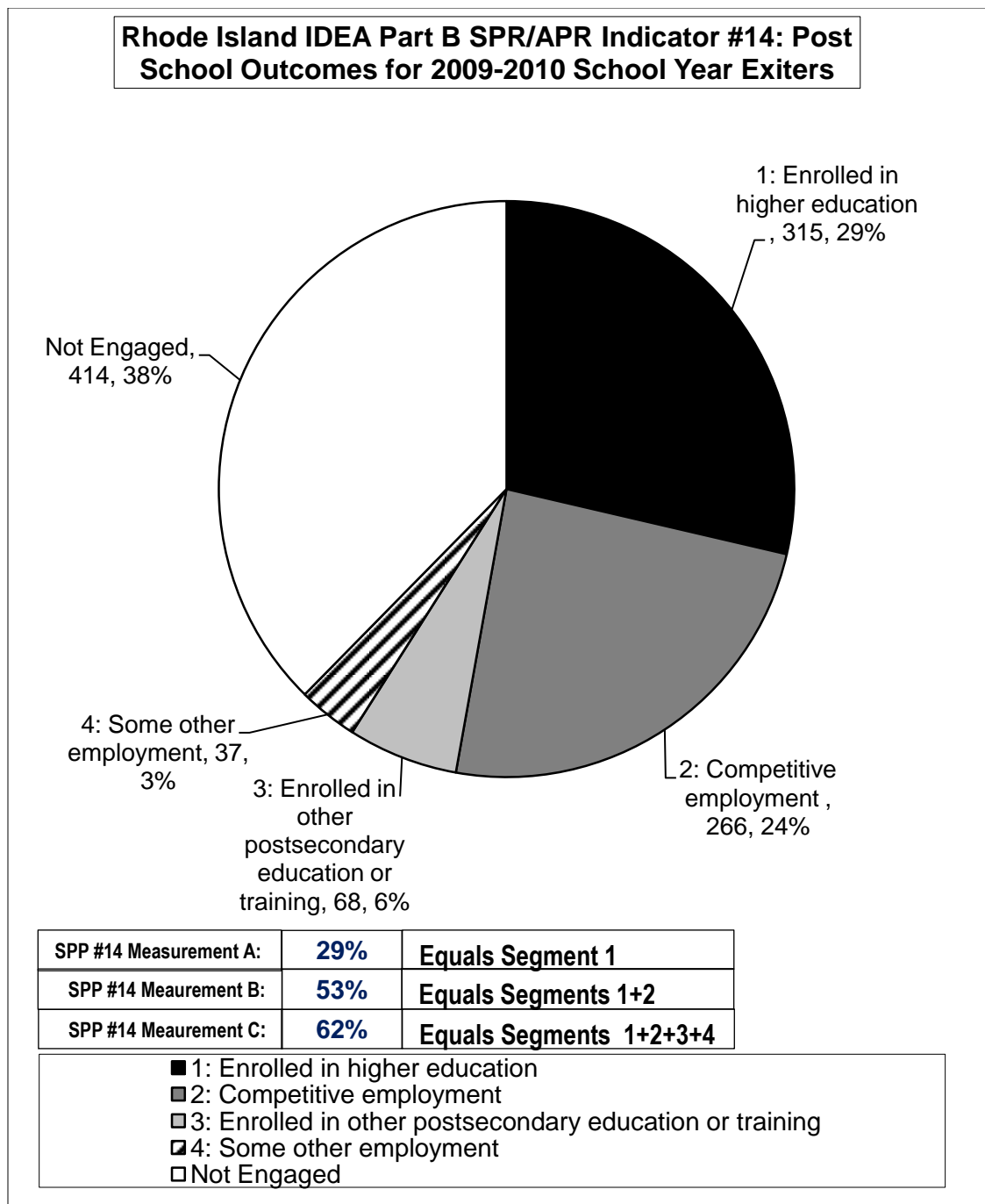
According to the NPSO Response Calculator, differences between the Respondent Group and the Target Leaver Group of  $\pm 3\%$  are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, **red** indicates a difference exceeding the  $\pm 3\%$  interval.

As seen in Table 1 above, Rhode Island is underrepresented for students who dropped out (Dropout). These findings represent a change from the previous year, when Rhode Island was overrepresented for students with Learning Disabilities (LD) and underrepresented for students with Emotional Disturbance (ED). Both are now within representation guidelines of 3% difference. The underrepresentation for students who dropped out has been reduced from -7.02% to -3.22%, a substantial gain.

#### Relationship of Respondent Pool to Exiter Pool

The Rhode Island engagement rate for leavers has declined from previous outcome data collections; 79% in 2006-07 and 78% in 2007-08 (2008-09 was collected but not required to be reported in the SPP/APR). For 2008-2009 leavers the engagement rate remained at 78%. For 2009-2010 leavers, the engagement rate declined to 62%. The additional students reached included more minority and dropout leavers than in the past, because both minority and dropout participation rates have improved over the previous year. Specifically, dropout representation improved almost 4% to a -3.22% difference.

Figure 1: Pie Chart of the State's Post-School Outcomes for 2009-2010 School Year



Progress or Slippage that occurred for 2010

<i>Measure</i>	<i>Baseline –FFY 2009</i>	<i>Target- FFY 2010</i>	<i>Actual – FFY 2010</i>	
A: Enrolled in Higher Education	33%	34%	29%	Target not met
B: Enrolled in Higher Education or Competitively Employed	67%	68%	53%	Target not met
C: Enrolled in Higher Education or in some other postsecondary education or training program; or competitively employed or in some other employment	78%	79%	62%	Target not met

We attribute slippage, in part, to the difficult economic climate. As of November 2010, Rhode Island had an unemployment rate of 11.5%; this rate did not fall below 11% until April 2011. Baseline data from FFY 2009 indicates 33% of students enrolled in higher education and 33% of students competitively employed. In FFY 2010, four percent fewer students are enrolled in higher education, but 9% fewer students are competitively employed.

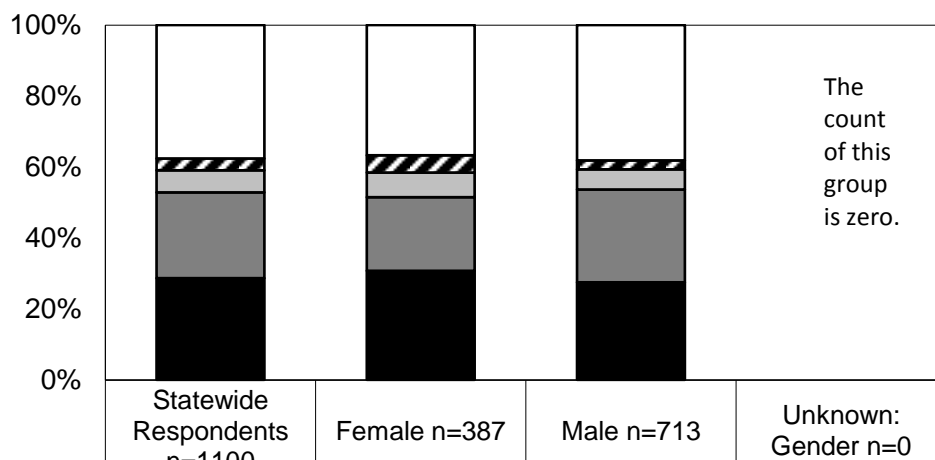
Decreased community based opportunities for training and/or employment experiences for students are reported by LEAs as a result of budget cuts and transportation costs.

To provide a better understanding of the post-school outcomes of youth in Rhode Island, four additional data figures are presented below. These figures were developed using the NPSO Data Use Toolkit. Presented first, are the outcomes by gender, then outcomes by disability category, outcomes by ethnicity and outcomes by exit type. Below is a summary of each analysis.

#### Outcomes by Gender

As seen in Figure 3, Post-School Outcomes by Gender, the only significant difference between male and female leavers is between enrolled in higher education and competitive employment. Females were enrolled in higher education more than males, 31% compared to 27% and males were leading in competitive employment at 26% compared to 21% for females. The not engaged rate for males and females was not significantly different, 37% and 38% respectively.

**Rhode Island IDEA Part B SPR/APR Indicator #14: Post School Outcomes for  
2009-2010 School Year Exiters**



Not Engaged	38%	37%	38%	0%
4: Some other employment	3%	5%	3%	0%
3: Enrolled in other postsecondary education or training	6%	7%	6%	0%
2: Competitive employment	24%	21%	26%	0%
1: Enrolled in higher education	29%	31%	27%	0%

### Outcomes by Disability

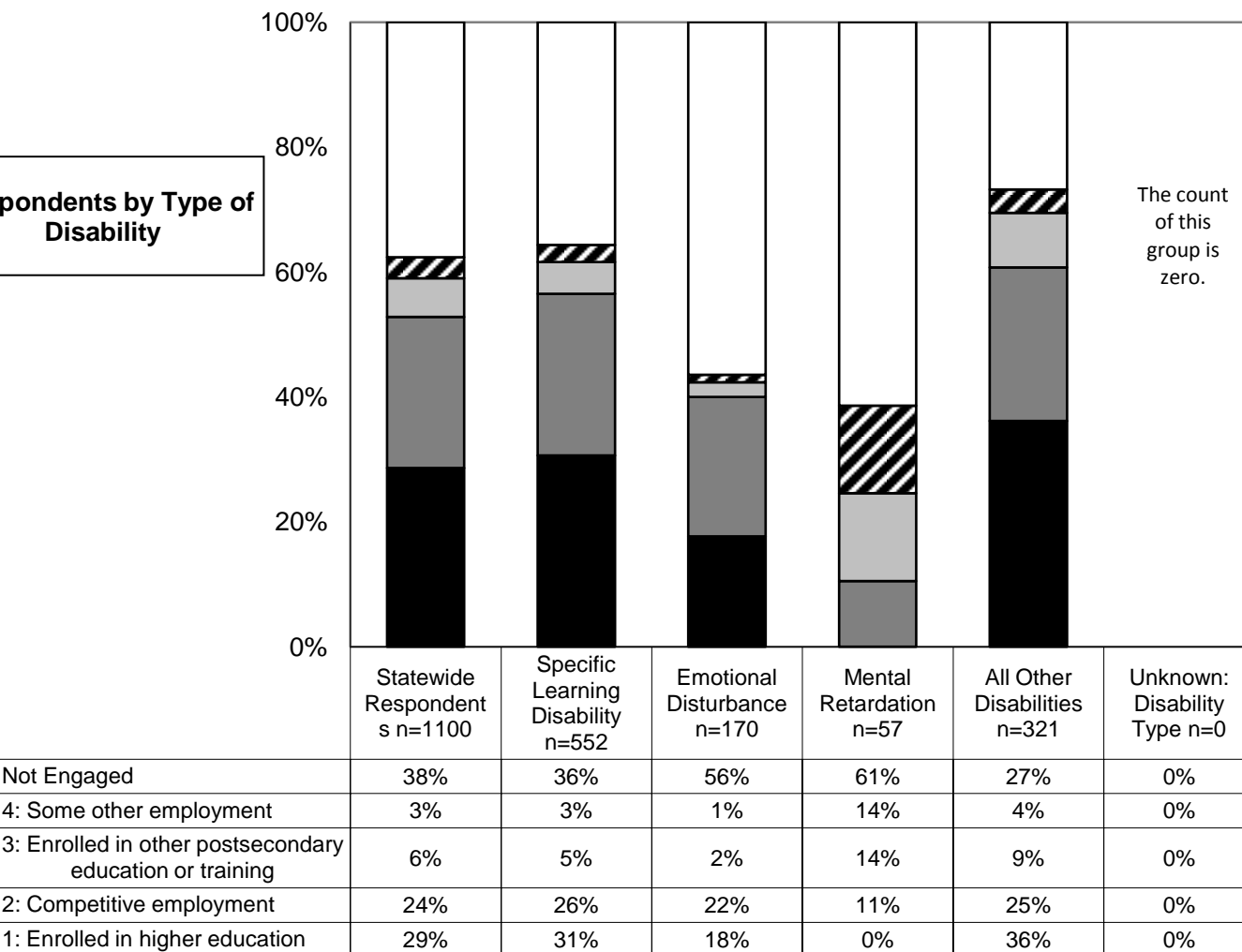
When examining the post-school outcomes data by disability category, as seen in Figure 4, it is noted that two groups are under-represented in higher education; leavers with emotional disturbance at 18% and leavers with intellectual disabilities at 0% compared to the state average of 29%. These same groups are highly represented in the numbers of leavers that are not engaged; 56% for leavers with emotional disturbance and 61% for leavers with intellectual disabilities compared to the state average of 38%.

Previous analysis of this data with life skills teachers who work with students with intellectual disabilities indicated that these students are often engaged in community based opportunities that are not paid or provide few hours in a work week. Many of these teachers report that this is by choice (concern by the family for loss of benefits) or because of the severity of the students disability. Fourteen percent of this group is engaged in other post secondary training/education compared to a state average of 6%, and another 14% of the group reports some other employment, substantially above the statewide average of 3%.

There has been no formal or informal analysis of the data for students with emotional disturbance in Rhode Island. RIDE has limited capacity to conduct further analysis, but options through higher education research partners will continue to be pursued. However, in competitive employment, students with emotional disturbance (22%) are close to the state average (24%).

**Figure 4 Post-School Outcomes by Disability Category**

#### **Rhode Island IDEA Part B SPR/APR Indicator #14: Post School Outcomes for 2009-2010 School Year Exiters**

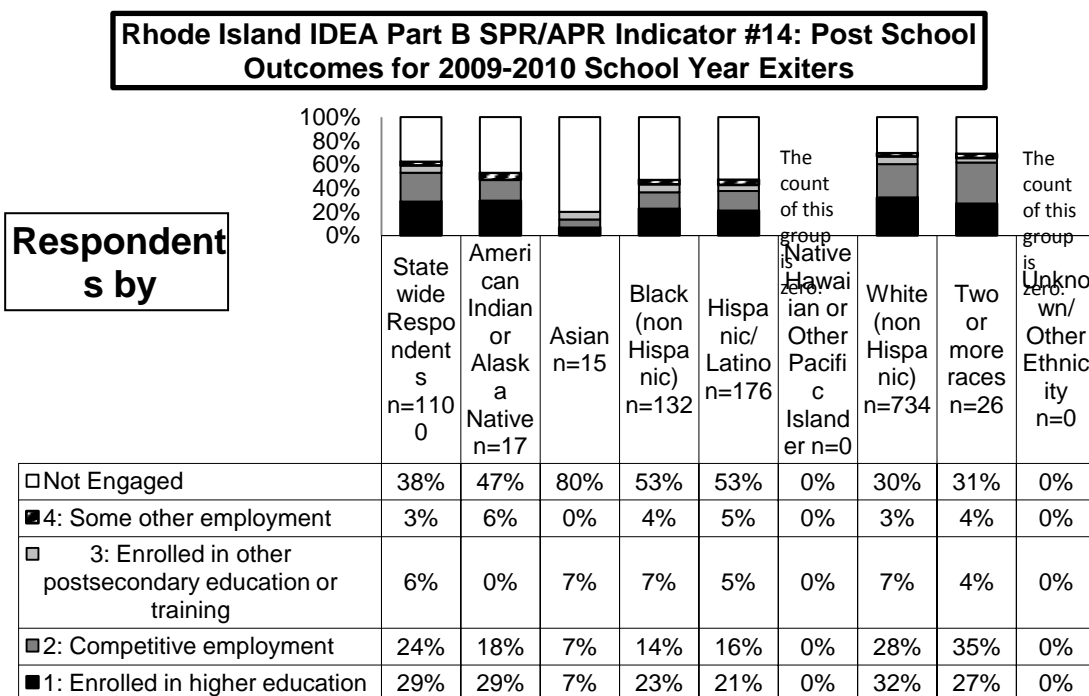


## Outcomes by Ethnicity

Figure 5 presents the outcome for Rhode Island leavers by ethnicity. Of note on this figure are the three major ethnic groups represented in the state; white, African American and Hispanic which represent 98% of the respondents in the outcome data. Of note on this figure are the higher than state average of African American and Hispanic leavers who are not engaged; 53% compared to the state average of 38%. Also of concern is the lower than state average of African American and Hispanic leavers enrolled in higher education; 23% and 21% respectively compared with the state average of 29%. Activities to encourage minority students to progress to higher education are planned for 2011-2012. It should be noted that in the general population minority students are less likely to engage in higher education. In competitive employment African American, at 14%, and Hispanic respondents, at 16%, were also substantially below the state average of 24%. These numbers are a reflection of employment statistics for young minority students in Rhode Island.

Analysis data from the previous outcome data collection in 2008-09 (reported in February 2011), indicated that Hispanic leavers were not engaged at a rate of 26% and African American leavers were not engaged at a rate of 35%. During 2009-2010, both minority groups were not engaged at the rate of 53%. The not engaged rate for all groups increased from 29% in 2008-2009 to 38% in 2009-2010 (the current report), suggesting a change in composition of the pool of students responding. For 2009-2010, 67% of students with emotional disturbance responded compared to 49% in 2008-2009. Similarly, 76% of students with intellectual disabilities responded compared to 56% in 2008-2009. Historically these groups are more likely than average to be not engaged.

**Figure 5 Outcomes by Ethnicity**

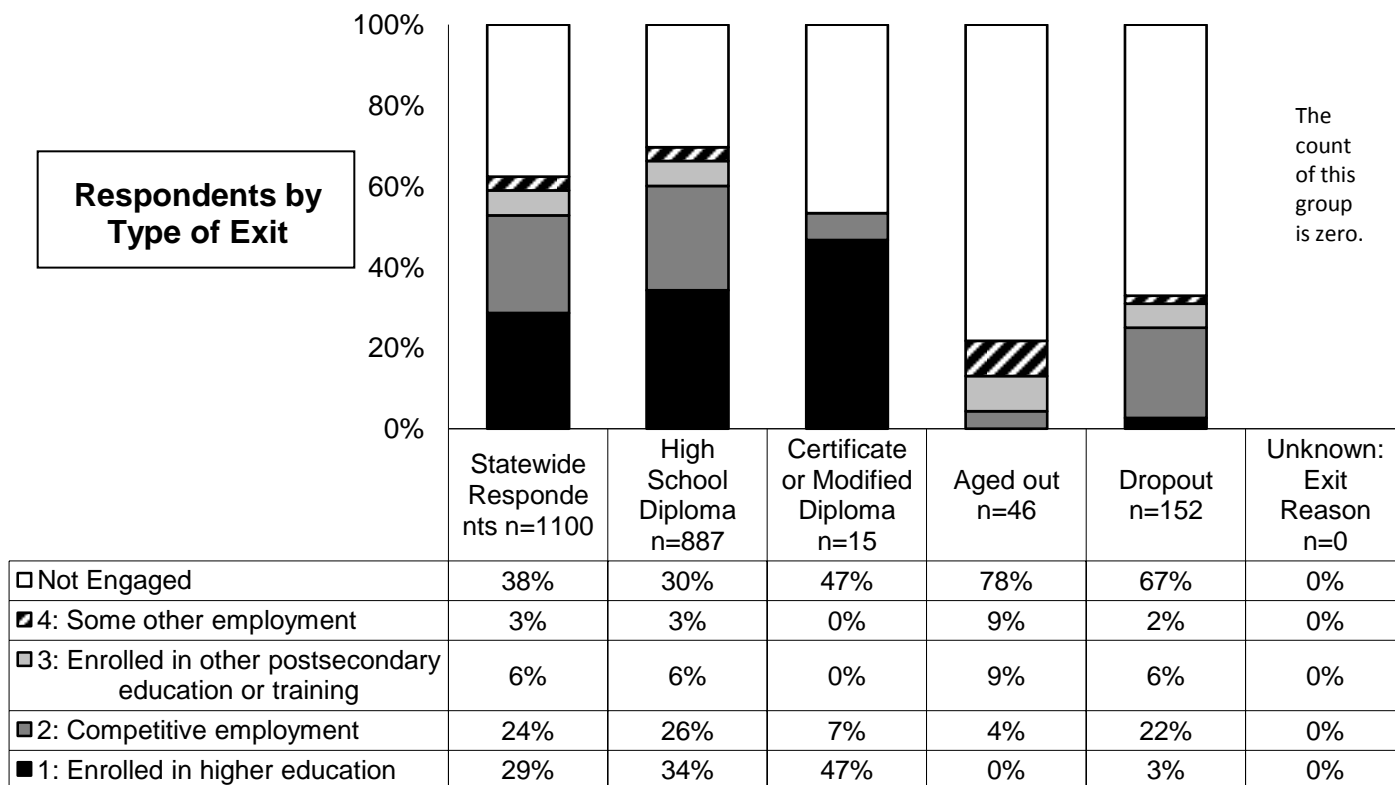


### Outcomes by Exit Type

Figure 6 presents the outcomes by exit type. Leavers who exited with a certificate or modified diploma (47%) and those who aged out (78%) were less likely to be engaged; exceeding the state average of 38%. As described in Indicators 1 & 2, Rhode Island recently revised the RI Secondary Regulations which will directly affect the reporting of exit credentials. Currently, the exit criteria for credentials other than the high school diplomas are determined by each LEA; therefore analysis of this data is difficult to complete. When the new regulations take effect in the 2013-2014 school year, the awarding of a graduation diploma will be uniform across all districts. Meanwhile, the data in Figure 6 is less reliable than the data in the other figures.

**Figure 6 Outcomes by Exit Type**

#### **Rhode Island IDEA Part B SPR/APR Indicator #14: Post School Outcomes for 2009-2010 School Year Exiters**



### Improvement Activities:

Improvement Activities	Timelines	Resources
1.1 Rhode Island was awarded an NPSO Intensive state technical assistance award. This TA will be utilized to identify areas for improvement in the data collection process, improve the capacity of LEAs to process and analyze their own data and develop methods for closing representativeness gaps.	<p>Begins January 2011 and continues through 2012.</p> <p>Indicator 14 RI Needs Assessment completed August 2011.</p> <p>RI Indicator 14 Logic Model draft completed September</p>	RIDE personnel, NPSO resources, representative LEA participation.

	<p>2011.</p> <p>RI initial gap analysis completed November 2011.</p> <p>NPSO to present at Statewide Advanced Transition Conference on the use of Indicator 14 Data- January 2012.</p>	<p>NPSO, RIDE personnel</p> <p>NPSO, RIDE, Regional Transition Centers, Parent Center</p>
<p>2.1 Rhode Island currently has a cadre of life skills teachers, (the Teachers of Life Skills Network – TLS). This network primarily serves students with intellectual disabilities in transition and meets several times a year. RIDE will investigate establishing a similar network for students with emotional disturbance. Sharing the outcome data with these constituents and identifying strategies for improvement will be a focus.</p>	<p>TLS Network is established. Data to be shared in the spring 2011 with analysis and recommended capacity building to follow and provide through 2012.</p> <p>Development of an emotional disturbance network will be investigated in the summer of 2011 with implementation in the fall of 2011. Activities will continue through 2012.</p> <p>Student Behavioral Health Network is established. Initial meeting scheduled for March, 2012.</p> <p>Investigation of a Student Behavioral Speakers Bureau for 2012 statewide conferences.</p>	<p>RIDE, Regional Transition Centers, Parent Support Network and Truancy network.</p>
<p>2.2 RIDE will continue to seek higher education partners to assist with further analysis of the outcome data for leavers with intellectual disabilities and emotional disturbance.</p>	<p>Immediate and ongoing through 2012.</p>	<p>RIDE, RI College and other higher education partners.</p>
<p>3.1 Engage the transition to college (forum and speakers bureau) in LEAs with high numbers of Hispanic and African American students.</p>	<p>Schedule activities through the spring of 2011 and ongoing through 2012. Increased outreach to urban districts for College Forum in March.</p>	<p>RIDE, Regional Transition Centers.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010 NA



## Part B State Annual Performance Report (APR) for FFY 2010

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [http://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](http://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

#### Measurement:

Percent of noncompliance corrected within one year of identification:

- # of findings of noncompliance.
- # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

**States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).**

FFY	Measurable and Rigorous Target
FFY 2010	100%

### Actual Target Data for FFY 2010:

99%
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### **Describe the process for selecting LEAs for Monitoring:**

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. How districts are selected for monitoring is described in this paragraph. The process is an ongoing focused cycle for LEAs and requires LEA self-assessment, data analysis, interviews, surveys and on-site visits. Districts are on a continuous cyclical basis. Cyclical is defined by Webster's New International Dictionary (2<sup>nd</sup> edition) as "... of or pertaining to a cycle or circle: moving in cycles". This description dovetails with our belief that monitoring is not one isolated event but rather a continuous circle of focused data review, reflection, improvement activity development, implementation and then evaluation/data review again. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are "chosen" and the rest left alone.* Again, all districts are always involved in various aspects of monitoring. The on-site review typically occurs every five years although if the data indicate a need for a on-site review sooner (we have and will continue to do that as needed). Due to the continuous nature and focus on data driven improvement planning districts are always asked to reflect on the data and appropriate targeted improvement activities which keep RIDE informed of their progress and direction. The ongoing process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. These multiple sources of information are used to develop a corrective action/support plan that is directed at increasing student performance and is founded on proven practice. Each LEA in Rhode Island is assigned a district liaison from the Office of Student Community & Academic Supports who works in tangent with the Quality Assurance Administrator to monitor district compliance with ongoing data review and corrective action planning. Moreover, the Rhode Island Department of Education (RIDE), Office of Student Community & Academic Supports seeks to create collegial and collaborative relationships with the school district, thereby involving the entire district in evaluating the quality of special education services. As a result, the process delineates the district's strengths and needs, culminating in the development of a plan to improve service delivery. Our goal is to implement agreements in a timely and systematic way to get corrective actions instituted in order to assure continuous high performance of all children. Further, the School Support System addresses the Comprehensive Education Strategy and the R.I. Student Investment Initiative. These are state general education initiatives designed to close gaps in student performance and prepare students for the 21<sup>st</sup> century. The School Support System is designed to align with current standards-based reform efforts and supports the following beliefs and assumptions:

- an assigned category or level of disability does not define the educational needs of students
- to the maximum extent possible, students with special needs are meaningfully included in the general education program
- the curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas
- Individual Education Programs reflect state and local standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for teaching and learning
- a comprehensive system of professional training must support and encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and disabilities

The Rhode Island Department of Education, Office of Student Community & Academic Supports and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System (SSS) not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the result/performance indicators for students with disabilities. The process includes a review of qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the LEAs federal funding application which in Rhode Island, is referred to as the Consolidated Resource Plan or CRP as well as a review of the LEA's State Performance Plan/Annual Performance Plan data and any improvement plans that are related to SPP/APR indicators. The SSS procedures, instruments, cyclical monitoring schedule, and final reports are available online at [www.ritap.org](http://www.ritap.org). Through the SSS self-assessment process qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness are analyzed. These include:

- collecting and reviewing a range of performance measures (e.g., data from the Rhode Island Department of Education's Information Works and Rhode Island's School Accountability for Learning and Teaching (SALT) Survey, graduation and drop-out rates of special education students, suspensions, expulsions, State Performance Plan/Annual Performance Report data, etc.)
- reviewing a sample of students' special education records

- surveying administrators, special educators, general educators, parents, and related personnel
- observing special education students randomly selected for the SSS visit
- engaging in on-site discussions/interviews with students randomly selected for the SSS visit
- interviewing special and general education personnel, and parents

During 2009-2010 there were three overlying focus areas and 30 indicators for program review. Five districts, one regionalized special education area consisting of four LEAs, and three charter schools received on-site monitoring reviews for a total of twelve (12) LEAs. The LEAs that did not receive an on-site review had progress monitoring done via their respective RIDE appointed district liaison. This progress monitoring included data review/analysis including an annual review of the Consolidated Resource Plan (federal funding application), district self-reflection and corrective action review and refinement. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are “chosen” and the rest left alone.* The priority areas for monitoring as detailed in Section 616 of IDEA, 2004 are an integral part of the School Support System (SSS) process and are reflected indicators that are monitored. The due process elements: complaints, mediations, hearings, and resolution sessions are reviewed and integrated into the SSS process. This has always been an integral part of the SSS process. Indicator areas are rated either Result or Compliance. Result is equated with overall practice being legally compliant, concerns limited to a few isolated situations: data sources agree; data equal to state average or expected comparative data. Compliance is equated with a violation of a legal requirement occurring, data sources agree and indicate a compliance violation, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Result areas under the guidance of the Rhode Island Department of Education, Office of Student Community & Academic Supports are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan (corrective action/improvement plan). Furthermore, the Support Plan/Corrective Action details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Monthly progress checks are done with all LEAs as outlined in their support plans/corrective action plans. These involve verification documentation submitted to RIDE for review and verification by RIDE personnel. Verification may include desk audits, self-assessments, record reviews, or on-site verification. Then approximately nine months from the date that Rhode Island Department of Education (RIDE) accepts the monitoring support plan, verification documentation is submitted to RIDE for review and verification by RIDE personnel. In addition, the annual funding application (CRP) provides another data source to review and monitor the progress of the LEA in timely correction of noncompliance. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due process hearing information is available on the Rhode Island Technical Assistance Project website at [www.ritap.org](http://www.ritap.org). Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identified is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance. This allows the State to account for all instances of noncompliance through both the on-site monitoring process, self-assessment and the review of compliance data collected annually via the electronic consolidated resource funding program (previously discussed). These systems allow us to identify where noncompliance occurred, the percentage levels of noncompliance in each of those sites as well the root causes. The State considers the following regarding noncompliance: 1.) whether it was extensive or found in only a small percentage of files, 2.) resulted in the denial of a basic right under IDEA, or is 3.) an isolated incident or a long standing failure to meet IDEA requirements. This information drives the corrective action planning process so LEAs can fully address changes in policies, procedures and /or practices as identified by the State. The verification process (discussed above) allows us to determine that identified noncompliance is corrected implementing the specific regulatory requirements. This again, is verified through subsequent on-site monitoring, the verification follow up via the subsequent on-site monitoring as well as the annual verification data update and review process that occurs through the consolidated resource funding system. All instances of noncompliance must be corrected as soon as possible and no more than one year from identification.

Systemic issues/root causes are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and

instruments. This specificity across procedures highlights systemic issues to be addressed such as least restrictive environment; increasing inclusive educational practices, differentiated instruction/universal design for learning, and IEP development. The RI Department of Education, Office of Student Community & Academic Supports in conjunction with the RI Technical Assistance Project and the Supporting all Students initiative will target and provide technical assistance through a myriad of professional development and technical assistance opportunities to address systemic needs as identified through the School Support System process. This multi-faceted continuum array also assists in maintaining progress. In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. The SSS process also integrates the State Performance Plan indicators into its reviews. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment.

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:**

The actual target data was 99%. This is consistent with last year's target actual of 98%. The slight increase can be attributed to the addition of a full-time focused monitoring program support personnel who assists the Coordinator with the verification documentation process. In addition RIDE, Office of Student Community & Academic Supports has intensified its myriad of improvement initiatives/technical assistance activities that include:

- The IEP Network is designed to assist families, students and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all students. This initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development. The IEP Network's long-range goal is to have at least one teacher and one parent in every school building in the state as a resource network member. Ongoing state-wide training in the new IEP template has occurred.

- Legal Affairs provides technical assistance to state and local education departments, parents, and interest groups on regulatory requirements of special education: coordinates a system of due process including complaints, mediation and due process hearings; and publishes informational documents.

- The Response to Intervention Initiative /Supporting All Students (SAS) initiative builds capacity within schools and districts to differentiate instruction for all students, by preparing educators to provide professional development, demonstrate strategies, coach and otherwise support their colleagues. The initiative increases educators' understanding of differentiated instruction and how to implement differentiated instruction strategies in schools and classrooms to meet the needs of and improve results for students K-12. RIDE, IDEA continues to fund a Response to Intervention (RTI) initiative to assist schools in effectively intervening and recording progress with students that are not meeting expectations. Pilot schools now serve as models for intervention. RIDE also has a secondary RTI team and professional development for secondary level teachers and administrators and continues to work with middle and high schools selected as pilot sites.

- RI Technical Assistance Project (RITAP) is another vehicle for professional development and program/practices support/technical assistance. Dissemination of research-based information about effective teaching practices and service delivery models is provided as well as LEA specific professional development /technical assistance in a variety of topical areas occurs on an ongoing basis.

RIDE, Office of Student Community & Academic Supports continues to support districts in their continuous improvement efforts through corrective action/support planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings. Please note that for all due process follow up, RIDE due process personnel require verification documentation be submitted to RIDE for review and verification. This is detailed in correspondence to the LEA. Upon receipt of follow up documentation RIDE personnel verify the documentation with the LEA and parent parties. Further, the documentation is maintained in due process files in addition to being maintained in a due process database. Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identified is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance. All instances of noncompliance must be corrected as soon as possible and no more than one year from identification.

These are ongoing endeavors designed to provide LEAs with improvement guidance/tools and accountability verification mechanisms. These mechanisms will continue to provide targeted assistance to LEAs through guidance documents, response to intervention(RtI)/supporting all students (SAS) initiatives, part B discretionary funds targeting improvement strategies through corrective action/support planning, and technical assistance sources including ; IEP development through a variety of sources such as the IEP Network, Legal Affairs and other technical assistance supports such as the Supporting All Students/Response to Intervention (SAS/RtI) initiative, Autism Spectrum Disorders Support Center, Children's Behavioral Health Initiative, RI Regional Transition Centers, the Positive Behavior Intervention and Support Project (PBIS) and the Traumatic Brain Injury Resource Center. Further, we continue to develop, refine and maintain an electronic database and performance of system for the identification and correction of IDEA noncompliance. This is an ongoing endeavor designed to provide an accountability verification mechanism that informs corrective actions/support planning.

At the State level with regard to rates of suspension expulsion (**Indicator 4a**) There weren't any districts that showed a significant discrepancy in the rates of suspension of greater than 10 days for students with IEPs, as compared to the rates of suspension for students without IEPs. There has been much work to make improvements in this area. These efforts focused on training and implementation of School-Wide Positive Behavioral Interventions and Supports continues to take place in the state. There continues to be training for new schools and follow-up sessions for schools that have previously completed training. Additional districts are implementing SWPBIS on a district-wide basis, with their own trainers. There have been support sessions for these district trainers. Planning was completed and an initial training session was held with a new cohort open only to secondary schools, aimed specifically at the issues middle and high schools encounter when implementing PBIS initiatives. As Response to Intervention is becoming a stronger component of districts' practices, there is more attention being paid to behavioral issues, problem-solving, and the function of a student's behavior. Training is taking place for secondary schools to address behavioral issues and appropriate interventions. There have been additional professional development trainings and presentations on RTI and identifying appropriate behavioral interventions offered to school and district leaders. Questions regarding positive behavioral supports, policies, practices, and procedures continue to be incorporated into self-assessment questionnaires as part of the CRP application process. Data from districts has been more closely monitored with increased and improved communication to districts. Data has been reported back to districts so they can identify specific schools where there is a larger discrepancy. Districts that are close, but have not been classified as significantly discrepant have been informed so they can self-assess their policies, practices and procedures.

The data (**Indicator 4a**) from this fiscal year shows progress among LEAs in reducing discrepancies of suspension rates for students with IEPs. This progress is likely due to various factors. The state continues to ask districts to complete annual self-assessments and evidence checklists of their policies, procedures and practices related to the development of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards. The number of districts with a significant discrepancy in suspension rates greater than 10 days for students with IEPs compared to students without IEPs has steadily gone down since FFY 2004. For FFY 2010 (based on data from 2009-10), no district has a significant discrepancy in this area. The state has met and exceeded the rigorous and measurable target.

**Indicator 4b.** The State changed the methodology used to calculate the percent of districts with a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with disabilities. The methodology, changed at the direction of OSEP, provides for a clearer and more accurate picture of risk of students with disabilities in each racial/ethnic category to be suspended more than 10 days in a school year. Because the calculation methodology has changed, progress or slippage cannot be determined.

At the state level with regard to **disproportionality** : Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accelegrants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the Rhode Island Technical Assistance Project, Rhode Island College School Psychology Program, University of RI School Psychology Program, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners.

Slippage occurs at the practice level when policies and procedures have been appropriately revised but are not yet seamlessly implemented by all practitioners in a district.

Review and revision of SEA policies, procedures, and practices has included the following activities (**bold = new**):

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 **and 2010-2011** school years
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits
- **Implementation of new ELL Program Description tools to ensure appropriate educational programs and access to core curriculum for ELLs**
- Finalized guidance on the implementation of RtI for identifying students with learning disabilities with TA sessions Jan. - April 2010
- **Continued regional training sessions on implementation of RtI and full and individual evaluation including individual case studies representing diverse students 2010-2011 school year.**
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009
- **Continued technical assistance from the Office of Instruction, Assessment, and Curriculum on quality Early Childhood programs and appropriate screening and assessment practices for diverse young learners 2010-2011.**
- **Increased cross office consultation between IDEA staff and the Office of Instruction, Assessment, and Curriculum on new State Comprehensive Assessment System Guidance for LEAs and on planning and delivering technical assistance on implementation of RTI.**

With continued regard to **Disproportionality (Indicators 9 and 10)** Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accelegrants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the Rhode Island Technical Assistance Project, Rhode Island College School Psychology Program, University of RI School Psychology Program, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners.

Slippage occurs at the practice level when policies and procedures have been appropriately revised but are not yet seamlessly implemented by all practitioners in a district.

Review and revision of SEA policies, procedures, and practices has included the following activities (**bold=new**):

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 **and 2010-2011** school years
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits
- **Implementation of new ELL Program Description tools to ensure appropriate educational programs and access to core curriculum for ELLs**
- Finalized guidance on the implementation of RtI for identifying students with learning disabilities with TA sessions Jan. - April 2010
- **Continued regional training sessions on implementation of RtI and full and individual evaluation including individual case studies representing diverse students 2010-2011 school year.**
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009
- **Continued technical assistance from the Office of Instruction, Assessment, and Curriculum on quality Early Childhood programs and appropriate screening and assessment practices for diverse young learners 2010-2011.**
- **Increased cross office consultation between IDEA staff and the Office of Instruction, Assessment, and Curriculum on new State Comprehensive Assessment System Guidance for LEAs and on planning and delivering technical assistance on implementation of RTI.**

**Indicator 11.** To ensure that the data is accurate, reliable and valid, the system has built in reports, tools and required documentation to assist the local education agencies with the reporting requirements. The system validates the data upon



input into the system via data validation rules to ensure that the data is within system specifications. The system has built in maintenance reports, to ensure the data is cleaned, accurate and reliable. Rhode Island Department of Education provides local education agency personnel with technical assistance and professional development opportunities to ensure ease of use of the system and data reliability.

The system has verifying mechanisms that were developed to ensure that local education agencies are reporting all relevant students and not only those students whose initial evaluation data falls within the 100% compliance rate. The first method starts with the current Special Education Census System (state wide database). The current school year's Special Education Census is compared with the previous year's Special Education Census. Any student who only appears in the current year's Special Education Census (state wide database) and was not reported in the previous year's Special Education Census, is listed on Maintenance Report 42. Report 42 captures students who are Not in the June 2011 Special Education Census and **currently** in the Special Education Census **without** an Evaluation Record. This maintenance report appears on the two separate systems- the current eRIDE Special Education Census as well as on the eRIDE Special Education Evaluation System (Indicator 11). All students on Maintenance Report 42 must be accounted for on the eRIDE Special Education Evaluation System by their local education agency. Until the local education agency accounts for all students on Report 42, by recording the student appropriately on the Special Education Evaluation System, the student will continue to appear on Maintenance Report 42. The logic behind this report is simple, any student who appears only on the current Special Education Census, most likely had an initial evaluation recently and was determined eligible for special education services, but was not recorded.

Another feature of the Special Education Evaluation System is the quarterly reporting. The Special Education Evaluation System generates cumulative Local Education Agency Percentage Rate Report, the Randomly Selected Student Record Report and the Students Missing Data reports. The system automatically emails these reports to the appropriate personnel in each local education agency. Rhode Island Department of Education's Data Manager is automatically sent a cumulative summary of all of these reports for review. These automated features have improved efficiency and serve as a reminder for the local education agency to review their data reporting and they are required to submit the appropriate documentation to Rhode Island Department of Education.

Early childhood efforts (**Indicator 12**) focused on utilizing the LEA's application for their federal funds, the Consolidated Resource Plan (CRP), to collect data for this indicator. In 2007, an electronic CRP was developed and implemented. It was specifically designed to ensure that complete information regarding the number of children whose transition from Part C to Part B was delayed and the reason for those delays is collected. For example, the system gives an error message when the number of children found eligible for Part B does not equal the number of children who had an IEP in place by their third birthday plus the number of children who were delayed. LEAs also receive an error message if they enter numbers under the delay category "Other", but do not provide an explanation in the corresponding text box. Additionally, the CRP requires the LEA to describe their data collection practices. In 2009, the CRP was modified to more accurately align and report data regarding delay factors and corresponding length of delay. For example, data reported reflects the specific delay factor e.g. delayed referral from Part C with the exact range of delays associated with that factor. This has allowed both for greater specificity in reporting and more detailed analysis of delay factors.

A review of LEA responses indicates that all LEAs are utilizing a centralized tracking system and are recording information in an ongoing, systematic manner. To determine reliability of the data and to understand more fully the reasons for the delays, this CRP data has been compared to data from the Department of Human Services (DHS), the lead agency for Part C.

For the past five years, the state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services to issue a unique student identifier (SASID) to all children enrolled in Early Intervention. Although an interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services was being reviewed and revised to enable Part C to assign children a unique identifier that will be used by both Part C and Part B, the current plan is to develop a comprehensive statewide system that will allow for data sharing across multiple levels including early childhood special education and early intervention. The data sharing plan will allow the Department of Education to unequivocally determine whether children who were referred from Early Intervention and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday. The current eRIDE data system collects information on when children's services begin. With data sharing of children, the state will be able to compare the information provided by Part C, the date of birth, and the initial date of the child's IEP. Additional revisions to the eRIDE system will allow the state to require identification of delay factors. The state sees this as the most reliable method of collecting the data required for this indicator. This work was initially delayed due to fiscal constraints, as well as, workforce capacity issues at the Department of Human Services (DHS). The fiscal constraints were related to the cost of building a new field for the SASID within the Part C data collection system. The Department of Education's collaboration within the Early Learning Council, along with our successful application for the Race to the Top: Early Learning Challenge funds will ensure the development of a comprehensive, collaborative early learning data system allowing for more accurate tracking of children transitioning into Part B programming as well as integration of other data sources.

**Indicator 13.** As in the past, RIDE will notify the LEAs with non-compliant IEPs and request evidence that subsequent verification of compliance is achieved. The process will involve notification of the LEA special education director of the transition requirements in 34 CFR 300.320(b) with a required timeline to correct the individual issues of noncompliant IEPs. RIDE will be able to ensure compliance by the records produced by the district and subsequent confirmation through the special education census. If an LEA fails to comply RIDE will perform an on-site review of the questionable records and interview teachers, students and parents in necessary. LEAs have cooperated by providing copies of the relevant data from the most recent IEP.

**Note:** For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2009 (July 1, 2009 through June 30, 2010) and verified as corrected as soon as possible and in no case later than one year from identification.

**Timely Correction of FFY 2009 Findings of Noncompliance (corrected within one year from identification of the noncompliance):**

37. Number of findings of noncompliance the State identified in FFY 2009 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	527
38. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	523
39. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	4*

**\*(one finding from Indicator 4b, one finding from Indicator 9 and two findings from Indicator 10)**

**FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):**

40. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	4
41. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	1
42. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	3*

**\*(one finding from Indicator 4b, one from Indicator 9, and one finding from Indicator 10)**

**Verification of Correction for findings of noncompliance identified in FFY 2009 (either timely or subsequent). Report on the correction of noncompliance in this indicator for 4a,4b, 9, 10,11,12 and 13**

Consistent with OSEP Memo 09-02( dated October 17, 2008), for all applicable indicators, Rhode Island has accounted for all instances of noncompliance, including noncompliance identified through the State on-site monitoring system or other monitoring procedures such as self- assessment; (b) through review of data collected by the State including compliance data collected through a State data system; and (c) by the Rhode Island; and identified where the noncompliance occurred, the percentage level of noncompliance in each of those sites, and the root causes (s) of the noncompliance. Corrective action plans, if appropriate, included requiring each LEA to change policies, procedures and/or practices that contributed to or resulted in noncompliance; and we have determined , in each LEA or EIS program with identified noncompliance that they are correctly implementing the specific regulatory requirement(s). This verification is



based on RI's review of updated data such as data from subsequent on-site monitoring or data collected through our State data system.

Further, in addition to the steps above, for any noncompliance concerning a child-specific requirement that is not subject to a specific timeline requirement (Indicators 9,10 and 13), Rhode Island also ensured that the LEA or EIS program has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA or EIS program.

In addition, to the above actions for any noncompliance concerning a child-specific timeline requirement (Indicators 11 and 12) Rhode Island ensured that the that the LEA or EIS program has completed the required action, though late, unless the child is no longer with the jurisdiction of the LEA or EIS program. This was verified through a reasonable sample of files to verify that the noncompliance was corrected

Using the above detailed steps all findings [except for four (4)] were verified as corrected within one year from identification of the noncompliance. Of those four, one (1) was verified as subsequently corrected and three (3) are still outstanding. One of outstanding findings is from Indicator 4a, one is from Indicator 9 and one is from Indicator 10.

## **Actions Taken if Noncompliance Not Corrected**

### **Indicator 4b**

There was one district with a finding of non-compliance identified in FFY 2009 for Indicator 4B. This district had significant discrepancies for students in more than one racial/ethnic category. Policies, practices, and procedures were revised, and some progress was made. However, there is still a significant discrepancy in one racial/ethnic category.

The State continues to work with the district to correct the non-compliance. Although work has been done and progress has been made, the district still has a significant discrepancy in one racial/ethnic category. Additional technical assistance is being provided and detailed information from the state data collection system is being provided to identify specific problem areas. The district is required to report to the State periodically on progress, through the CRP process and through regular periodic communication. Data will be reported and monitored more frequently to ensure progress and implementation of policies, practices and procedures related to the development of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.

### **Indicator 9**

The State has required that the district participate in embedded technical assistance on appropriate identification practices. Technical assistance is delivered in the schools in partnership with the Rhode Island Technical Assistance Project and Rhode Island College School Psychology faculty. The State has required that the district revise policies, practices, and procedures for child find and eligibility decisions. The State has required that the district set aside CEIS funds (15% of IDEA funds) to deliver interventions and supports to general education students grades K-12 to reduce inappropriate identification practices. The State has required the district to examine educational opportunities for English Language Learners to reduce inappropriate identification practices.

### **Indicator 10**

The State has required that one district participate in embedded technical assistance on appropriate identification practices. Technical assistance is delivered in the schools in partnership with the Rhode Island Technical Assistance Project and Rhode Island College School Psychology faculty. The State has required that the district revise policies, practices, and procedures for child find and eligibility decisions. The State has required that the district set aside CEIS funds (15% of IDEA funds) to deliver interventions and supports to general education students grades K-12 to reduce inappropriate identification practices. The State has required the district to examine educational opportunities for English Language Learners to reduce inappropriate identification practices. The State provided a grant for technical assistance to another district which subsequently hired a consultant to provide ongoing and embedded TA to revise policies, procedures, and support changed practices. The State also required that the district set aside CEIS funds (15% of IDEA funds) to deliver interventions and supports to general education students grades K-12 to reduce inappropriate

identification practices. The State also required that this district submit the revised policies and procedures, and upon review of the revisions determined that they were appropriate to support appropriate practices. In this district, revisions and subsequent data demonstrated full correction of noncompliance.

**Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable)**

If the State reported <100% for this indicator in its FFY 2009 APR and did not report in the FFY 2009 APR that the remaining FFY 2008 findings were subsequently corrected, provide the information below:

10. Number of remaining FFY 2008 findings noted in OSEP's FFY 2009 APR response table for this indicator	0
11. Number of remaining FFY 2008 findings the State has verified as corrected	0
12. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

*For FFY 2008 findings for which the State has not yet verified correction (these are findings of noncompliance identified in FFY 2008 and were not reported as corrected in the FFY 2009 APR and that remain uncorrected), explain the actions the State completed to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.*

NA

**Correction of Any Remaining Findings of Noncompliance identified in FFY 2007 or Earlier (if applicable)**

Provide information regarding correction using the same table format provided above for any remaining findings identified in FFY 2007 or earlier.

NA

**Additional Information Required by the OSEP FFY 2009 APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
Report on correction of noncompliance identified in FFY 2009	Detailed in the body of this indicator (pages 142-143)
Use Indicator 15 worksheet	Done and submitted (per usual)
Report on the correction of noncompliance in this indicator for 4a,4b, 9, 10,11,12 and 13	Detailed in the body of this indicator (pages 142-143)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable): NA

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: Effective General Supervision Part B / General Supervision

#### Indicator 16:

Percent of signed, written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2010	100 %

**Actual Target Data for FFY 2010:**

**96.96%**

$[(32 + 0) \div 33] \times 100$

#### Discussion of Progress:

Data reported here is consistent with October 2011 618 data reported in Table 7, "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act, 2010-2011". For FFY 2010, the state did not meet its target for this period. However, the state's performance reflects significant progress from the prior year. The actual target achieved reflects that, of 33 complaint reports issued in FFY2010, only one failed to meet the required timeline, as compared to 14 late reports of 30 reports issued in FFY2009. The first complaint of FFY2010, the single late report was the final state complaint already in process prior to the state office's restructuring, design of its current improvement plan, and implementation of corrective action. All subsequent state complaints with reports issued during this reporting period have been processed within timeline. Slippage noted in the FFY2009 report warranted a need for restructuring; re-staffing and training; supervision of personnel assigned to handle incoming calls; and need for protocol review and development.

Implementation of all planned improvements has resulted in a process that has consistently ensured reports issued within timelines on all subsequent complaints for which reports were issued.

### **FFY2010: Beyond Corrective Action: Charting a Preventive Course**

At the outset of FFY2010, review of the cumulative results for this Indicator revealed the need for an effective improvement plan that builds and sustains a complaint management system to achieve the target of 100% of signed, written complaints with reports issued resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation. Further, investigation revealed that, in recent years, there had been ambiguity among attorneys working within the state's special education arena regarding the finality of special education decisions rendered by the SEA in response to written state complaints and the application of general state laws related to administrative appeals. The RIDE special education state complaint procedures and protocols were reviewed, revised, consistently applied, and publicly communicated to ensure that each written state complaint conclusion now stands as the Department of Education's final decision and that the final conclusions are issued within the 60 days timeline for every written complaint received.

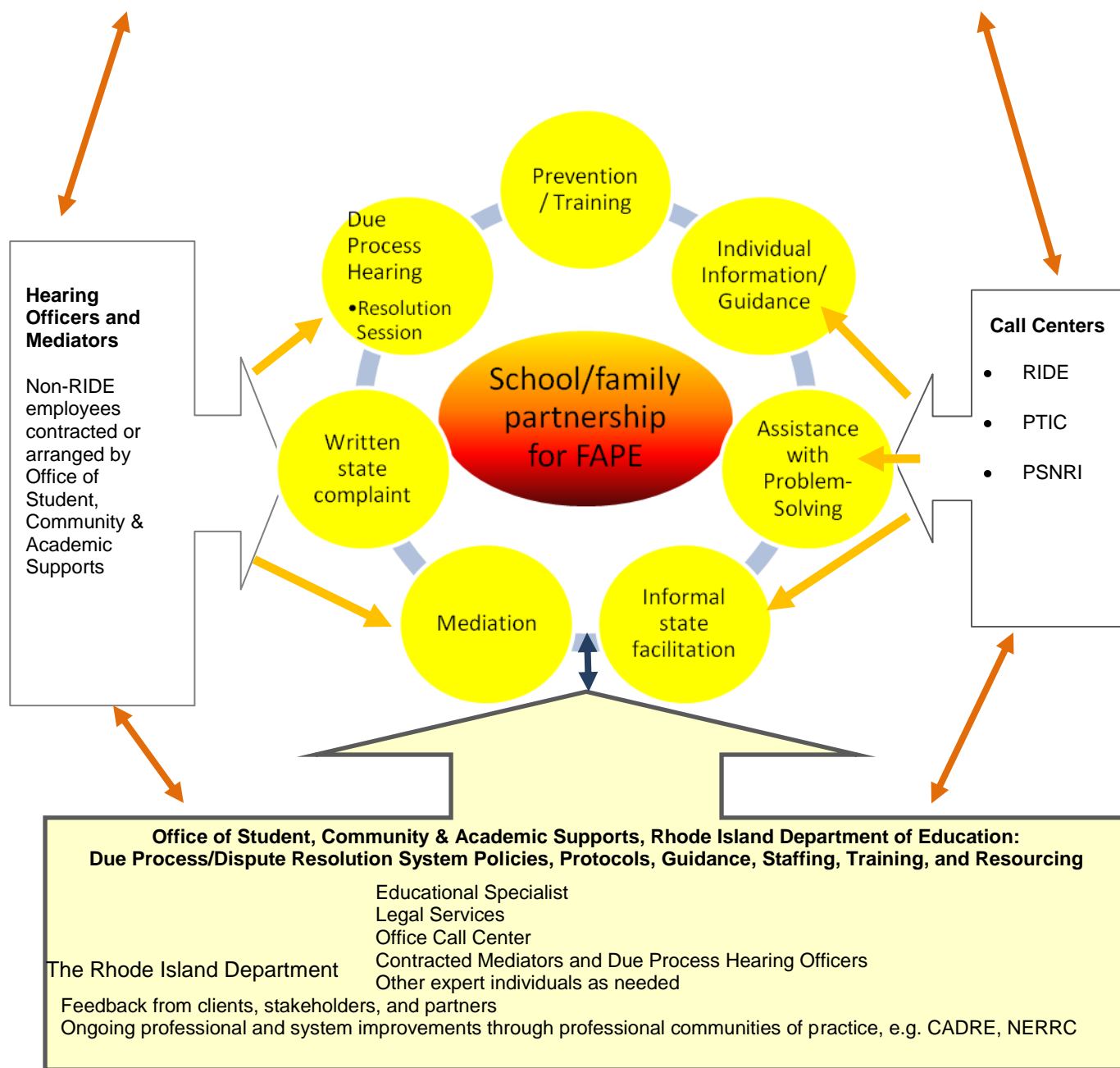
In FFY2010, the Rhode Island Department of Education (RIDE) took steps to ensure compliance with complaint resolution timeline requirements by establishing a plan for continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education. At the start of FFY2010, the Rhode Island Department of Education made a change in SEA special education leadership and restructured the state special education office, previously administered as the Office for Diverse Learners. Reorganized within the Division of Accelerating School Performance, Rhode Island's SEA administration of IDEA, including the dispute resolution system, now occurs within the Office of Student, Community and Academic Supports and is well integrated with efforts of Title I, Title III and the state's ELL programs, and comprehensive school health programs.

In addition to a new state director, the RIDE special education dispute resolution system was reassigned in September 2010 to an SEA staff member for enhanced support and supervision. Further, pending creation of a new full-time position, new individuals were recruited and trained to temporarily staff a preventive Call Center to ensure that parents, school communities, and the public have prompt and direct access to capable, focused and professional, assistance to information, support, resources, and a range of formal and informal dispute resolution. The office re-energized its connections with important professional communities of practice, namely the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center, as well as reestablished its connections with key Rhode Island parent and special education leader organizations. The image in Figure 1 portrays a system of continuous improvement in dispute resolution, of which the focal point is school/family partnership for FAPE.

**Figure 1: Rhode Island Department of Education (RIDE)  
Dispute Resolution: A System of Continuous Improvement**

#### **Ongoing and periodic training and professional development:**

- RIDE Family-School Partnership training & measurement: SPP Indicator 8 improvement activities;
- RIDE Cultural & linguistic competency guidance through SPP Indicator 9 & 10 improvement activities;
- RIDE technical assistance in secondary transition through SPP Indicator 13 improvement activities;
- Family-School partnership and parent training and support through contracted and other activities of the Parent Training & Information Center at RIPIN;



The Rhode Island Department of Education's of Education's improvement activities, timelines, and resources through FFY 2012 are directed to achieve a continuum of dispute resolution options and a due process system that emphasizes collaborative relationships between families and schools in the interest of productive, shared decision-making, to ensure delivery of entitlements and FAPE for every child with a disability. A preventive approach, the system promotes an understanding that relationships and trust are the core of partnership, that conflict is not a necessary result of difference, and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. The Rhode Island Department of Education is committed to achieving the target of 100% for Indicator 16, ensuring that every signed, written state complaint with a report issued is resolved within a 60-day timeline (or a timeline extended for exceptional circumstances with respect to a particular complaint). At the same time, to reduce the need to rely on written complaints to manage differences and ensure FAPE,

the Rhode Island Department of Education will address this indicator within the context of continuous improvement of its due process and dispute resolution system.

**Specific to Indicator 16** and the timely management of written state complaints, the following table delineates the Rhode Island Department of Education's corrective action plan through improvement activities, timelines, and projected resources.

<b>Corrective Action for Indicator 16 in FFY2010: Written Complaints</b>		
<b><i>Activity</i></b>	<b><i>Date Completed</i></b>	<b><i>Resource(s)</i></b>
1. Annually review state performance data regarding complaint resolution timelines and consider implications for adjustments/ improvements.	Beginning Fall 2010 & each subsequent Fall	RIDE Offices of Student, Community and Academic Supports and Legal Services
2. Evaluate factors facilitating and/or impeding timely complaint resolution, including policies, procedures, protocols, SEA practices, staffing, training, and supervision.	Beginning Fall 2010 and ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services with input from Parent groups and Special Education leaders
3. Review exemplary Dispute Resolution Systems in Special Education, as profiled by CADRE; make inquiries about procedures specific to selected complaint procedures and protocols as needed for additional information.	Nov 2010- Jan 2011	RIDE Offices of Student, Community & Academic Supports & Legal Affairs; Center for Appropriate Dispute Resolution in Special Education (CADRE); NE Regional Resource Center (NERRC); colleagues in other states
4. Design needed changes in staffing, training, and supervision.	2010-2011	RIDE Offices of Student, Community and Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators; CADRE; NERRC
5. Implement first phase of staffing change for Call Center.	June 30, 2011	RIDE; PTIC
6. Revise broader, related practices, protocols and agreements across SEA offices to ensure practices compliant with complaint procedural compliance. Example: Ensure that all agency conclusions regarding written state complaints are enforced as final decisions of the agency and understood by all offices and attorneys seeking administrative appeal.	Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
7. Collaborate with stakeholders and partner organizations to review and finalize revisions to procedures and protocols.	Winter 2011	RIDE Office of Student, Community and Academic Supports; PTIC and Parent partner organizations; Local special education

		administrators
8. Confirm proposed changes through Legal review.	Winter 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
9. Review and revise all state complaint policies, procedures, protocols, model forms, and practices to ensure alignment with IDEA requirements.	January 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
10. Secure language translations in top languages within the state; identify mechanism for generating other translations as needed.	Spring 2011	RIDE Office of Student, Community and Academic Supports with contracted vendor
11. Disseminate widely to all relevant constituencies—State and Local Special Education Advisory Committees, PTIC and other parent, organizations, special education leaders and school communities; stakeholder and technical assistance organizations and agencies, and state website.	Spring 2011	RIDE Office of Student, Community and Academic Supports; Contracted assistance from RI Technical Assistance Project at RI College; PTIC and Parent partner organizations; Local special education administrators
12. Implement revised policies, procedures, protocols, staffing, training, and supervision as applicable. Collaborate with the RIDE Legal Office for legal reviews as needed to support ongoing complaint management.	Spring 2011 & ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services
13. Promote a two-pronged statewide effort to reduce the reliance on written state complaints for dispute resolution, by: a) establishing, promoting, and building local awareness of a dispute prevention-focused model (Fig.1); and b) enhancing special education technical assistance, training, and dissemination regarding local application of regulatory provisions.	Summer 2011 & ongoing	RIDE Office of Student, Community and Academic Supports; Contracted assistance from RI Technical Assistance Project at RI College; PTIC and Parent partner organizations; Local special education administrators
14. Track, monitor, and assess patterns in written state complaints received to determine issue patterns and areas of need for special education technical assistance, training, and dissemination.	Winter 2011 & ongoing	RIDE Office of Student, Community and Academic Supports
15. Recruit and train full time Call Center staffing	Summer/Fall 2011	RIDE & PTIC

## Part B State Annual Performance Report (APR) for FFY 2010

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly

available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

<b>Monitoring Priority:</b> Effective General Supervision Part B / General Supervision
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**Indicator 17–** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.



**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
FFY 2010	100%

**Actual Target Data for FFY 2010:**

**90%**

$$[(6 + 3) \div 10] \times 100 = 90$$

**Explanation of Slippage FFY2010:**

The result of the calculation shows that Rhode Island did not meet its target for Indicator 17 in FFY2010. Of the ten fully adjudicated due process hearings, nine were adjudicated within timeline or within a properly extended timeline. Actual target data reported here is consistent with Table 7, "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act, 2010-2011".

During the FFY 2010 reporting period, the SEA undertook a multi-phased process of restructuring, re-staffing, and transforming for continuous improvement its dispute resolution and due process system. During the transitional first months of this process, a clerical error made in one due process hearing officer's assignment letter included a miscalculation of the hearing timeline by allowing for a 30-day resolution period for a due process complaint filed by the LEA rather than the parent. Although the hearing officer's decision was issued earlier than the date erroneously assigned, it was nonetheless issued eight days later than the 45 day timeline. The late due process hearing decision was an isolated incident occurring early in the process of the SEA's process of system improvement and occurred prior to its review of protocols.

Subsequently, RIDE has revised its protocols and supervision as well as communication with impartial due process hearing officers, to ensure that timelines for all special education impartial due process hearing decisions occur within the 45 day timeline for due process complaints filed by LEAs, and that timelines for hearing decisions for due process complaints filed by parents are issued no later than 45 days following the resolution period, unless adjusted to an earlier or later date pursuant to §300.510(b)(3) or (c), based on the Resolution Process. RIDE is committed to achieving its target of 100% in the next reporting period.

**Beyond Corrective Action: Charting a Preventive Course**

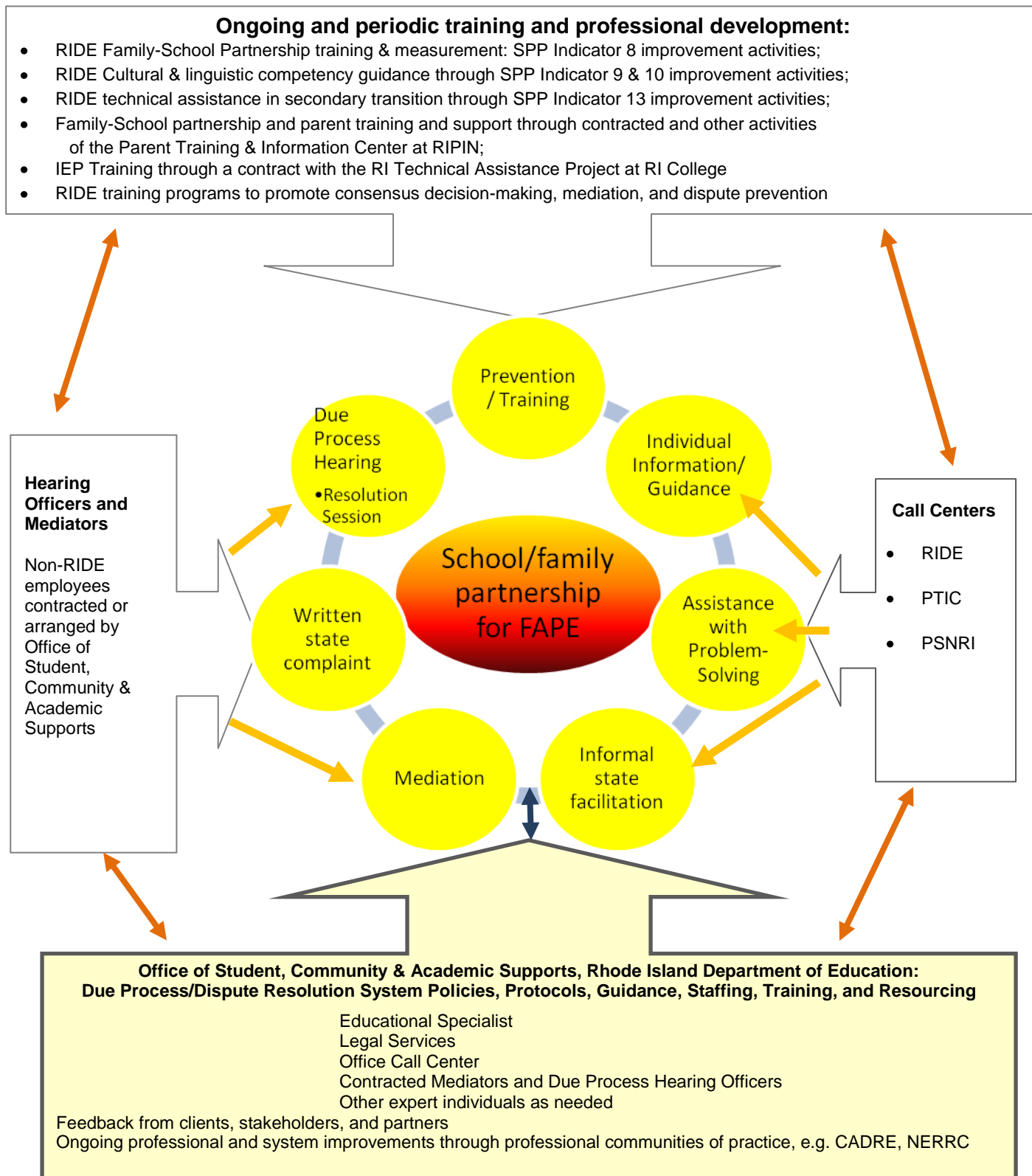
To ensure that the state meets its target of 100% for Indicator 17, the Rhode Island Department of Education (RIDE) in FFY2010 took steps to ensure compliance with due process hearing timeline requirements by established a new plan for continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education. The plan is designed to ensure effective system supervision such that all required protocols ensure compliance and that data for system monitoring is well maintained.

At the start of FFY2010, the Rhode Island Department of Education made a change in SEA special education leadership and restructured the state special education office, previously administered as the Office for Diverse Learners. Reorganized within the Division of Accelerating School Performance, Rhode Island's SEA administration of IDEA, including the dispute resolution system, now occurs within the Office of Student, Community and Academic Supports and is well integrated with efforts of Title I, Title III and the state's ELL programs, and comprehensive school health programs.

In addition to a new state director, the RIDE special education dispute resolution system was reassigned in September 2010 to an SEA staff member for enhanced support and supervision. Further, new individuals were recruited and trained to staff a preventive Call Center to ensure that parents, school communities, and the public have prompt and direct access to capable, focused and professional, assistance to information, support, resources, and a range of formal and informal dispute resolution. The office re-energized its connections with important professional communities of practice,

namely the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center, as well as reestablished its connections with key Rhode Island parent and special education leader organizations. RIDE is committed to reducing the escalation of differences between families and schools to the level of formal disputes and reliance on due process hearings to ensure FAPE. In light of this, RIDE created a new model for continuous improvement and operation of an effective, high quality model of dispute resolution and due process in special education, of which the focal point is family-school partnership for FAPE. The model is portrayed in Figure 1.

**Figure 1: Rhode Island Department of Education (RIDE) Dispute Resolution: A System of Continuous Improvement**



The Rhode Island Department of Education's improvement activities, timelines, and resources through FFY 2012 are directed to achieve a continuum of dispute resolution options and a due process system that emphasizes collaborative relationships between families and schools in the interest of productive, shared decision-making, to ensure delivery of entitlements and FAPE for every child with a disability. Although a preventive approach, the system will promote an understanding that relationships and trust are the core of partnership, that conflict is not a necessary result of difference, and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. The RI Department of Education is committed to achieving the target of 100% for Indicator 17, ensuring that every adjudicated due process hearing is adjudicated within timelines. At the same time, to reduce the reliance on due process hearings to manage differences and ensure FAPE, the RI Department of Education will address this indicator within the context of continuous improvement of the due process and dispute resolution system.

**Indicator 17 Corrective Action and Improvement Activities Completed in FFY2010**

The following table delineates corrective action and improvement activities completed in FFY2010.

<b>Corrective Action for Indicator 17 in FFY2010: Written Complaints</b>		
<b><i>Activity</i></b>	<b><i>Date Completed</i></b>	<b><i>Resource(s)</i></b>
16. Annually review state performance data regarding Due Process Complaints and Appeals and consider implications for adjustments/improvements.	Beginning Fall 2010 and each subsequent Fall	RIDE Offices of Student, Community and Academic Supports and Legal Services
17. Evaluate factors facilitating and/or impeding timely hearing decisions, including, procedures, protocols, SEA practices, staffing, training, and supervision.	Fall 2010/ Winter 2011 and ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services with input from parents and Special Education leaders
18. Review feedback from local special education directors and family organizations regarding strengths and needs within the due process system.	Fall 2010 and ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services; Parents; Local Special Education Administrators
19. Assess and establish mechanisms to address needs among due process hearing officers for SEA communication, professional development, and procedures/protocols.	Fall 2010/ Winter 2011 and ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services
20. Provide training and resources for due process hearing officers regarding regulatory requirements, resolution sessions, and procedural safeguards, and assess additional learning and protocol needs.	December 2010	RIDE Office of Student, Community and Academic Supports
21. Review exemplary Dispute Resolution Systems in Special Education, as profiled by CADRE; make inquiries about due process hearings specific to exemplary models as needed for additional information.	Winter/Spring 2011	RIDE Offices of Student, Community; Center for Appropriate Dispute Resolution in Special Education (CADRE); NE

		Regional Resource Center (NERRC); colleagues in other states
22. Review existing RIDE special education impartial due process hearing policies, procedures, protocols, and practices to evaluate alignment with IDEA requirements, and identify needed revisions.	Spring/Summer 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
23. Design changes needed in: <ul style="list-style-type: none"> <li>Hearing Officer assignment letters, parent information packets, and model forms for filing a due process complaint/requesting a due process hearing.</li> <li>SEA special education impartial due process hearing protocols, staffing, training, and supervision.</li> </ul>	Winter/Spring 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators; CADRE; NERRC
24. Confirm proposed changes through Legal review.	Spring 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
25. Secure language translations in top RI languages for Due Process Complaint/Request for Hearing model form; identify mechanism for generating other translations as needed.	Spring 2011	RIDE Office of Student, Community and Academic Supports with contracted vendor
26. Disseminate model form widely to all relevant constituencies—State and Local Special Education Advisory Committees, PTIC and other parent, organizations, special education leaders and school communities; stakeholder and technical assistance organizations and agencies, and state website.	Spring 2011	RIDE Office of Student, Community and Academic Supports; Contracted assistance from RI Technical Assistance Project at RI College; PTIC and Parent partner organizations; Local special education administrators
27. Implement revised internal RIDE protocols, staffing, training, and supervision as applicable. Collaborate with the RIDE Legal Office for legal reviews as needed.	Spring 2011 & ongoing	RIDE Offices of Student, Community and Academic Supports and Legal Services
28. Promote a two-pronged statewide effort to reduce the reliance on due process hearings for dispute resolution, through: <ul style="list-style-type: none"> <li>c) establishing, promoting, and building local capacity to implement a dispute prevention-focused model (Fig.1); and</li> <li>d) Planning for enhanced special education technical assistance, training, and dissemination regarding local application of regulatory provisions.</li> </ul>	Summer 2011 & ongoing	RIDE Office of Student, Community and Academic Supports; Contracted assistance from RI Technical Assistance Project at RI College; PTIC and Parent partner organizations; Local special education administrators
29. Track, monitor, and assess patterns in due process hearings to determine issue patterns and areas of need for special education technical assistance, training, and dissemination.	Winter 2011 & ongoing	RIDE Office of Student, Community and Academic Supports and Legal Services

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## Part B State Annual Performance Report (APR) for FFY 2010

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

<b>Monitoring Priority:</b> Effective General Supervision Part B / General Supervision
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**Indicator 18 –** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.  
(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
FFY 2010	48%

**Actual Target Data for FFY 2010:** **100%**  
(4 ÷ 4) X 100)

**Explanation of Progress for FFY 2010:**

The state met its target for Indicator 18. The current available data indicate that of the four 24 hearing requests that went to resolution sessions, four were resolved through resulting settlement agreements. This reflects an increase of three from the previous year. Data reported here is consistent with October 2011 618 data reported in Table 7, "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act, 2010-11".

Although states are not required to establish targets until a reporting period when the number of resolution sessions reaches 10 or greater, the Rhode Island Department of Education is addressing resolution session requirements as part of the continuous improvement plan for its overall due process and dispute resolution system. The intent is to ensure effective SEA oversight, accurate local reporting, and SEA data collection regarding resolution sessions. Future improvement activities will include renewed professional development for local school districts regarding requirements and protocols for conducting and reporting resolution sessions, as well as improvements in SEA level data entry regarding resolution sessions.

**Improvement Plan: Charting a Preventive Course**

The Rhode Island Department of Education (RIDE) is committed to continuous development, improvement, and supervision of its due process system to reduce the escalation of differences between families and schools to the level of formal disputes and to ensure that, in cases of disputes, all required data for system monitoring is well maintained. In those cases where differences have risen to formal dispute and parental request for due process hearing, RIDE is committed to ensuring effective implementation and reporting of resolution sessions as part of its plan for continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education.

At the start of FFY2010, the Rhode Island Department of Education made a change in SEA special education leadership and restructured the state special education office, previously administered as the Office for Diverse Learners. Reorganized within the Division of Accelerating School Performance, state administration of IDEA, including the dispute resolution system, now occurs within the Office of Student, Community and Academic Supports and is well integrated with efforts of Title I, Title III and the state's ELL programs, and comprehensive school health programs.

Within the RIDE special education dispute resolution system, Call Center staff have been reassigned as of Fall 2010 to an SEA staff member for enhanced support and supervision, with reconsideration of professional development and staffing structures. Reenergized connections with important professional communities of practice, namely the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center, as well as reestablished connections with key Rhode Island parent and special education leader organizations to build and sustain improvement within the dispute resolution arena are a commitment in this plan. RIDE is committed to reducing the escalation of differences between families and schools to the level of formal disputes and reliance on due process hearings to ensure FAPE. In light of this, RIDE created a new model for continuous improvement and operation of an effective, high quality system of dispute resolution and due process in special education.

RIDE's improvement activities, timelines, and resources through FFY 2012 are directed to achieve a continuum of dispute resolution options and a due process system that emphasizes collaborative relationships between families and schools in the interest of productive, shared decision-making, to ensure delivery of entitlements and FAPE for every child with a disability. Although a preventive approach, the system promotes an understanding that relationships and trust are the core of partnership, that conflict is not a necessary result of difference, and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. The RI Department of Education is committed to accurate reporting of, and agreements arising



<i><b>Activity</b></i>	<i><b>Date Completed</b></i>	<i><b>Resource(s)</b></i>
1. Annually review state performance data regarding resolution agreements, and consider implications for further development and improvement.	Spring/ Summer 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
2. Evaluate factors facilitating and/or impeding successful resolution agreements, including capacities, practices, procedures, staffing, training, and supervision.	Spring 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services with input from Parent groups and Special Education leaders
3. Review exemplary resolution session training models, as profiled by CADRE; make inquiries about processes and resources specific to selected models as needed for additional information.	Spring 2011	RIDE Offices of Student, Community; Center for Appropriate Dispute Resolution in Special Education (CADRE); NE Regional Resource Center (NERRC); colleagues in other states
4. Design training and development plans for enhancing successful resolution sessions in Rhode Island	Summer 2011	RIDE Offices of Student, Community & Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators; CADRE; NERRC
5. Track, monitor, and assess data and patterns in local dispute resolution and resolution sessions, to determine issue patterns and areas of need for special education technical assistance, training, and dissemination.	Summer 2011 & ongoing	RIDE Office of Student, Community & Academic Supports with feedback from clients, stakeholders, and partner agencies
6. Make periodic adjustments and refinements of the system to address needs determined in Step 5.	FFY2011	RIDE Office of Student, Community & Academic Supports

## **Part B State Annual Performance Report (APR) for FFY 2010**

### **Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with



disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>. Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

**Monitoring Priority:** Effective General Supervision Part B / General Supervision

**Indicator 19 –** Percent of mediations held that resulted in mediation agreements.  
(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2010	62%

**Actual Target Data for FFY 2010:** **66.1%**  
(0 + 39 ÷ 59 x 100)

#### Explanation of Progress for FFY 2010:

The state exceeded its target for Indicator 19 by slightly more than 4 percentage points. The calculation shows that, of the 59 state mediations held, RIDE is continuing to approach 70% resulting in agreements. The number of mediations requested as well as those held reflected a slight increase, from 62 requests in FFY2009 to 77 requests in FFY2010; and from 53 mediations held in FFY 2009 to 59 held in FFY 2010. Notably, the number of mediation requests that were subsequently resolved between parents and schools prior to mediation, precluding the need for formal mediation, doubled from 9 in FFY 2009 to 18 in FFY 2010. Data reported for this indicator is consistent with October 2011 618 data reported in Table 7, "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act, 2010-11".

#### Beyond Corrective Action: Charting a Preventive Course

The Rhode Island Department of Education (RIDE) recognizes the importance of mediation as a constructive tool to assist parents and school personnel in discovering common ground and reaching agreements regarding a free, appropriate public education for children with disabilities. RIDE met its target for this indicator and is committed to increasing the percentage of mediations that result in agreements. With the aim of promoting partnership between parents and school personnel, RIDE has established a plan for continuous improvement and development of an effective, high quality system of dispute resolution and due process in special education.

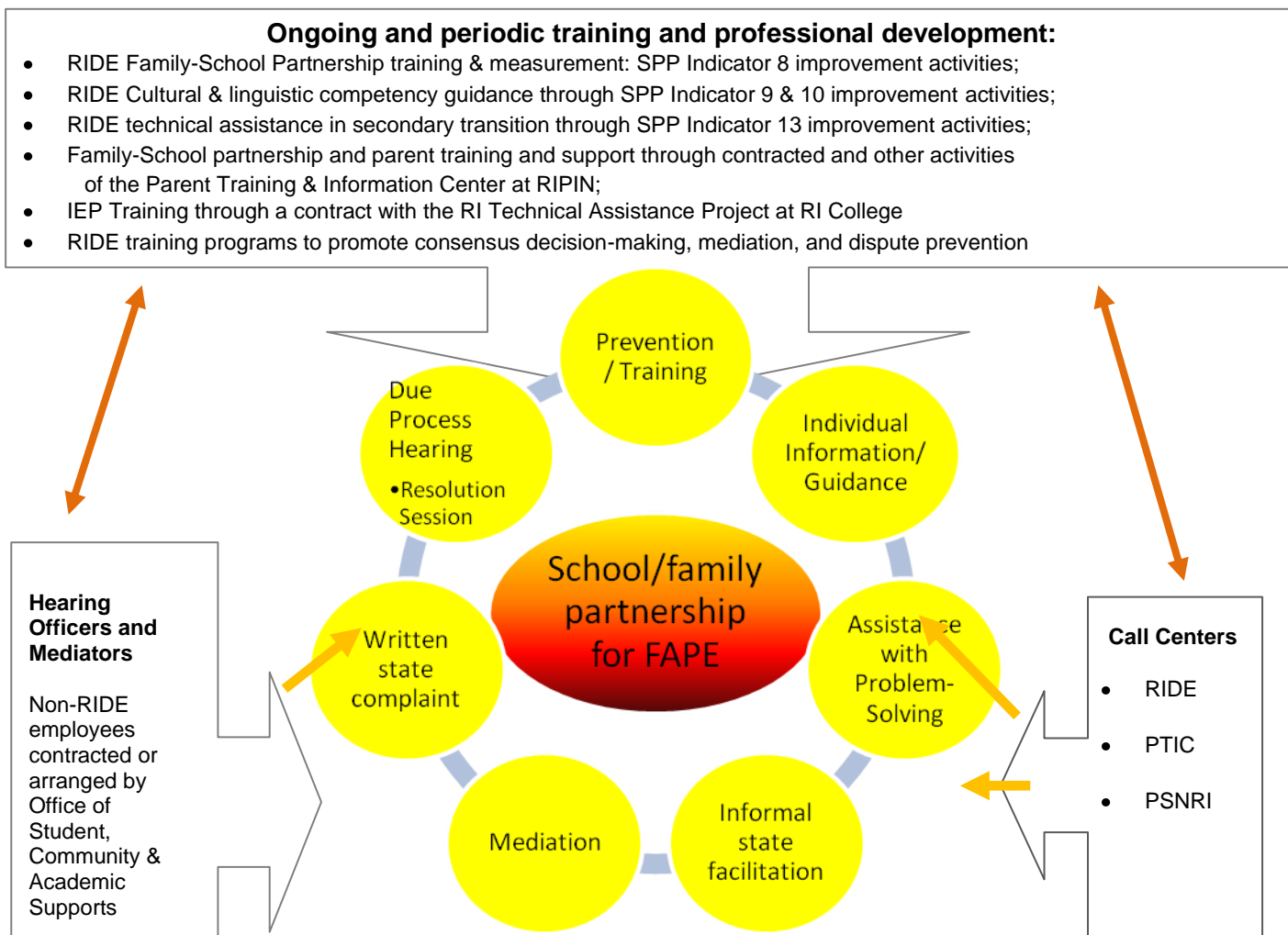
At the start of FFY2010, the Rhode Island Department of Education made a change in SEA special education leadership and restructured the state special education office, previously administered as the Office for Diverse Learners. Reorganized within the Division of Accelerating School Performance, state administration of IDEA, including the dispute

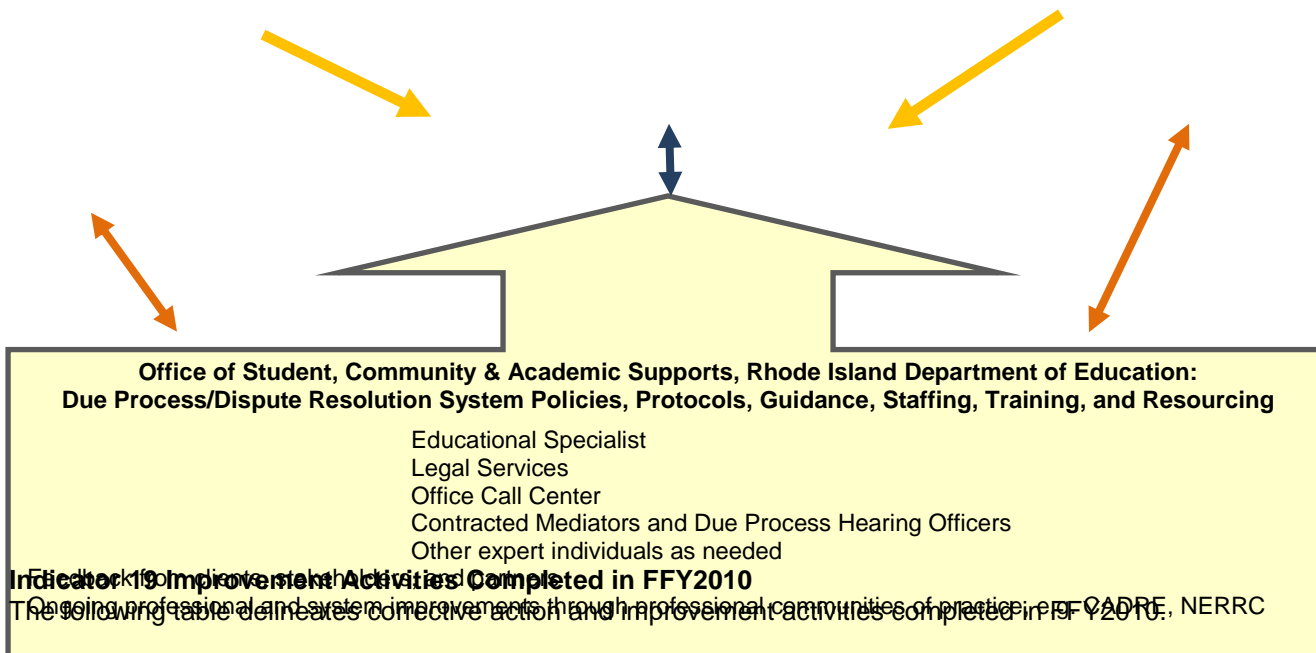
resolution system, now occurs within the Office of Student, Community and Academic Supports and is well integrated with efforts of Title I, Title III and the state's ELL programs, and comprehensive school health programs.

Within the RIDE special education dispute resolution system, Call Center staff were reassigned in Fall 2010 to an SEA staff member for enhanced support and supervision, with reconsideration of professional development and staffing structures. Reenergized connections with important professional communities of practice, namely the Center for Appropriate Dispute Resolution in Special Education (CADRE) and Northeast Regional Resource Center, as well as reestablished connections with key Rhode Island parent and special education leader organizations to build and sustain improvement within the dispute resolution arena are a commitment in this plan.

The Rhode Island Department of Education's improvement activities, timelines, and resources through FFY 2012 are directed to achieve a continuum of dispute resolution options and a due process system that emphasizes collaborative relationships between families and schools in the interest of productive, shared decision-making, to ensure delivery of entitlements and FAPE for every child with a disability. A preventive approach, the system promotes an understanding that relationships and trust are the core of partnership, that conflict is not a necessary result of difference, and that differences in perspective and opinion among parents and professionals, within and beyond the IEP process, are not only expected, but are valuable when productively managed. The Rhode Island Department of Education is committed to successful agreements resulting from mediation. To continue its support of mediation as a tool as well as to support informal, local use of mediation where possible, the Rhode Island Department of Education will address Indicator 19 within the context of continuous improvement of its full due process and dispute resolution system. Figure 1 portrays the Rhode Island special education dispute resolution and due process system, the centerpiece of which is family-school partnership for FAPE.

**Figure 1: Rhode Island Department of Education (RIDE) Dispute Resolution: A System of Continuous Improvement**





Corrective Action for Indicator 19 in FFY2010: Mediations		
Activity	Date Completed	Resource(s)
7. Annually review state performance data regarding mediation and consider implications for further development and improvement.	Spring/ Summer 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services
8. Evaluate factors facilitating and/or impeding successful mediation agreements, including capacities, practices, protocols, staffing, training, and supervision.	Spring 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services with input from Parent groups and parents, and Special Education leaders
9. Review exemplary mediation training models, as profiled by CADRE; make inquiries about processes and resources specific to selected models as needed for additional information.	Spring 2011	RIDE Offices of Student, Community; Center for Appropriate Dispute Resolution in Special Education (CADRE); NE Regional Resource Center (NERRC); colleagues in other states
10. Design training and development plans for enhancing successful mediation in Rhode Island, including exploration of expanding state cadre of individuals serving as mediators.	Summer 2011	RIDE Offices of Student, Community and Academic Supports and Legal Services; PTIC and Parent organizations/groups; Local Special Education Administrators; CADRE; NERRC

11. Plan expansion and training of state cadre of mediators for FFY2011 implementation	Summer 2011	RIDE Office of Student, Community and Academic Supports; PTIC and Parent partner organizations; Local special education administrators
12. Track, monitor, and assess data and patterns in local dispute resolution and state level mediations, to determine issue patterns and areas of need for special education technical assistance, staffing, training, and dissemination.	Summer 2011 & ongoing	RIDE Office of Student, Community and Academic Supports with feedback from clients, stakeholders, and partner agencies

### Part B State Annual Performance Report (APR) for FFY 10

#### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly

available on the RIDE website at the following link: <http://www.ride.ri.gov/OSCAS/SPPAPR/sppapr.aspx>.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

**Monitoring Priority:** Effective General Supervision Part B / General Supervision

**Indicator –20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

**Measurement:** State reported data, including 618 data and annual performance reports are:

**a.** Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Assessment and Annual Performance Reports); and

**b.** Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

(Applied: See Indicator 20 Worksheet-Table 20.1a and Table 20.1b)

FFY	Measurable and Rigorous Target
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FFY 2010	100%
2010-2011 School Year	Accuracy and timeliness. All reports will be sent to OSEP on or before the designated date.

Table 20.1a

SPP/APR Data - Indicator 20			
R Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		<b>Subtotal</b>	40
<b>PR Score calculation</b>	<b>Timely Submission Points</b> - If the FFY 2010 APR was submitted on-time, place the number 5 in the cell on the right.		5
	<b>Grand Total</b> - (Sum of subtotal and Timely Submission Points) =		45.00

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/2/11	1	1	1	1	4
Table 2 - Personnel Due Date: 11/2/11	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/2/11	1	1	1	1	4
Table 4 - Exiting Due Date: 11/2/11	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/2/11	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 12/15/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/2/11	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/11	1	N/A	N/A	N/A	1
				Subtotal	22
3 Score Calculation			Grand Total (Subtotal X 2.045) =		45.00

Indicator #20 Calculation	
APR Grand Total	45.00
618 Grand Total	45.00
APR Grand Total (A) + 618 Grand Total (B) =	90.00
Total N/A in APR	0
Total N/A in 618	0
<b>Base</b>	<b>90.00</b>
Subtotal (C divided by Base*) =	1.000
Indicator Score (Subtotal D x 100) =	100.00

Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.045 for 618

### Actual Target Data for FFY 2010

#### For School Year 2010-2011: 100%

The target was set at 100% compliance for State reported data, including 618 data and Annual Performance Reports to be submitted on or before due dates.

In using the Rubric (see above) Rhode Island Measured **100%** compliance for this indicator. This is the second consecutive year that Rhode Island has obtained a 100% compliance rate on Indicator 20.

#### Timely:

Rhode Island submitted all of its data reported on time.

#### Complete Data:

Rhode Island's data was complete.

#### Passed Edit Checks:

Child Count – Rhode Island passed this edit check.

Personnel – Rhode Island passed this edit check.

Educational Environments – Rhode Island passed this edit check.

Exiting – Rhode Island passed this edit check.

Discipline – Rhode Island passed this edit check.

State Assessment – Rhode Island passed this edit check.

Dispute Resolution – Rhode Island passed this edit check.

Maintenance of Effort & Coordinated Early Intervening Services – Rhode Island passed this edit check.

#### Responded To Data Note Requests:

Rhode Island met this requirement and provided data notes as requested.

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010.

There was no slippage as we maintained 100%.

Improvement Activities	Timelines	Result of Activity	Progress or Slippage
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<p>1. Continue to develop, refine eRIDE system to maintain database and performance of the system for identification and correction of non-compliance.</p>	Ongoing.	<p>Met all deadlines.</p> <p>All data submitted was complete.</p> <p>All reporting had zero subtotals where necessary.</p> <p>Rhode Island ensured the metadata survey specifications and data match.</p>	Progress on all for #1
<p>2. Continue to improve data collection activities to ensure consistent, accurate and valid and reliable data.</p>	Ongoing.	Positive.	Progress.
<p>3. Continue public dissemination of district data on RIDE website.</p>	Ongoing.	Positive.	Progress.
<p>4. Continue to meet with local education agency data managers on a weekly basis to provide technical assistance and to collaborate, coordinate and further develop policies and procedures to improve data collection process and accuracy and validity of data.</p>	Ongoing.	Positive.	Progress.
<p>5. Continue to collaborate with other RIDE offices to ensure more timeliness for meeting data reporting requirements.</p>		Positive.	Progress.
<p>6. Identify and address state and federal reporting data system modifications as</p>	Ongoing.		



<p>data requirements change.</p> <p>7. Continue to provide technical assistance and training on various systems to ensure accurate, valid and reliable data.</p> <p>8. Develop and modify system documentation and disseminate to all appropriate personnel.</p> <p>9. RIDE will continue to meet with the Department of Human Services to investigate the feasibility of adding the unique State Assigned Student Identifier to Part C data to facilitate an improved method of matching children in Part C and Part B.</p> <p>10. Move the data from eRIDE to the Data Warehouse to accelerate the processing of the data</p> <p>11. Modify computer programming system code to generate zero sub-totals where appropriate.</p> <p>12. Modify computer programming code</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p>	<p>Positive.</p> <p>Positive.</p> <p>Positive.</p> <p>Positive</p>	<p>Progress.</p> <p>Progress</p> <p>Progress.</p> <p>Progress</p>
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to exclude 18 years old from the 'Reached Max Age' in Exiting data reporting and generate an error message.	Ongoing.	Positive.	Progress.
	Achieved.	Positive.	Progress.
	Achieved.	Positive.	Progress

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY)  
[If applicable]

-Not Applicable

